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THE

# R. I. Schoolmaster.

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# THE RHODE ISLAND SCHOOLMASTER.

JANUARY, 1864.

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VOLUME TEN.

NUMBER ONE.

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For the Schoolmaster.

THE SCHOLAR'S LIFE.

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ONCE when passing in a steamboat from New Bedford to Nantucket, a heavy northeast storm set in, and the wind was blowing furiously as we neared a narrow passage between one of the Elizabeth islands and the Falmouth shore. Through this crooked and rocky channel, which we now entered, the tide was running like a mill-race. The current hurried the boat along and the winds strove to beat it back, while the engine drove it now hither, now thither, to shun the boulders that lay in its course. Suddenly the wheels stopped rolling,—all was still; the boat wore away for a few seconds, and then the sharp ring of the captain's signal bell was heard below; the steamboat now shot ahead, and we soon glided into the safe waters of a lovely bay. Sheltering hills crowned with woods enclosed it on the north; pastures in which were cattle grazing, come down, in places, to the water's edge. A few houses and a wharf, one or two sail-boats and a schooner, showed that even here man had made his abode. To many this charming spot is well known; it is called "Wood's Hole." Without were the waves, white-capped, rolling swiftly, madly on; within the peaceful waters just washed the shore. There coasters, close-reefed, were driving past; here the fisher-boy might safely launch his boat and sail across the bay. The slight breeze within gave but little warning of the stiff gale outside. Without was dan-



ger and within was safety, as the captain of a heavy-laden sloop well knew, who wheeled into the harbor, glad to escape from the wild hurtling of the winds and waters.

So it is pleasant for us to enter this still school-room ; to leave behind the noise of the streets, the trading of the shops, and the din of the factories ; to lay aside, for a moment, the newspapers, filled with a nation's struggles in its hour of trial and sharp agony, and come into this quiet haven, where it is fitting that the young voyager of life should lay the keel of his future fortunes, launch his boat and learn to trim the sails and tend the helm, preparatory to the long voyage he is to make over untried seas to an unknown port.

Yes, there are advantages, great advantages in this life of preparation led by the young in the public schools of our country : advantages which consist not merely in a certain quickness of mental perception which they possess to a greater degree than others, so that they are "smarter" than their less fortunate companions. The privileges that the true scholar enjoys are themes of thanksgiving, not occasions for pride and boasting to him.

Some place the advantages enjoyed by the scholar in a certain mental facility that he has, by which he is enabled easily to master the forms of business, and to procure a good situation. He is a fine penman, an excellent book-keeper, can write good business letters and cast interest rapidly and accurately. These advantages, indeed, are not to be overlooked ; excellence in these things can be and ought to be obtained in schools and is not to be despised.

Others, through some vanity, weak but pitiful, go to school for knowledge to flaunt before the eyes of their admiring or pitying friends ; let us pass these quickly but sadly by. Nearly akin to their mistake is that of those who attend school solely to get information, facts, historical dates and scientific knowledge. Such data are the raw material for the intelligence, whence reason, judgment and the imagination may draw truths of great importance ; but as an end they are not worth the getting. Knowledge should be obtained ; but it is not the highest good that the schools can confer, nor the chief object for which they were established.

There are two desires of the human soul, primary and fundamental, common to all men in all ages ; if the one is not fed, nature becomes mute and inexplicable ; its grand operations, not understood, are viewed as the work of gods innumerable, whether propitious or

malignant; the arts do not flourish, civilization is impossible. Imagination dies; reason is stifled; the intellectual powers are relaxed, and the passions have full sway. The comforts of life exist no longer; idolatry and barbarism, want and squalor reign supreme. This undying longing of the soul to which I refer is the love of truth.

If the other desire of the soul is thwarted, misery and unhappiness follow; an aching void is felt which cannot be filled. Its deadly disease may be concealed from other eyes, by those shows, success, pleasure, power and wealth; but when left to itself, the soul knows its own sorrow, and its joy is already fled. The victim tries to forget his unhappiness in the hurry of business or the whirl of pleasure; but in any cessation from labor or pause in the excitement, the same joyless spectre confronts him. This desire is that for goodness, virtue, holiness; the spectre is sin. When the love of truth and of goodness conspire to an eminent degree, in the same individual, we see such human beings as show forth in the highest degree their Maker's praise; the whole spiritual nature wrought into a fair temple that stands mute-ly but eloquently attesting the glory of its Creator; and thereby are accomplished the ends for which it was created, its own development and God's glory. So the full blown lily and the graceful elm, the warbling sparrow and the setting sun, accomplish, and that not partially, the objects for which they were designed.

But how, you will say, is this development attained? Through the motive power furnished by these two desires, we are urged on in the attainment of truth and of goodness. But neither of these objects can be gained without submitting to long and rigorous discipline; and it is this discipline that strengthens our mind and expands its powers in the same way that our bodies are strengthened by exercise.

We draw our data for the investigation of truth from three sources, through three kinds of mental action. The sources are external phenomena, the operations of our own minds and the pure reason; the mental actions, those of the senses, of internal perception, and mental intuitions. Note well, then, the data furnished by the reason, quicken the senses and the perception of internal phenomena. Let memory be awakened, judgment aroused and imagination be kindled, that while all the faculties are on the alert, truth may float forth from its secret abode across our field of vision and its elements be determined for all future inquirers. What patience and perseverance are needed, what modest appreciation of self and independence of all authority, how

high an estimate of the value of truth, and what sense of its infinite desirableness and beauty, to enable one to hold out in the pursuit till it is within our grasp. Truth seekers, you are welcome, not to the ranks of those whom ease and idleness, applause and pomp must surround. Weakness and vascillation must all be laid aside; nerve and endurance are needed. Your hope must spring from within you, your confidence in results also. Here the campaign is never ended; some Richmond ever lies behind those woods and hills, of whose spires we at times have caught glimpses, have heard, on clear mornings, the music of their bells; God willing, we will yet enter in, to possess it and make it our own.

And who will assert that goodness is easily obtained? Away back in our childhood, in some act was perceived the moral element, a discovery so momentous, that this quality has been looked for in all men's actions, ever since. Now, if the passions are quick and the emotions strong, before the will gets the mastery over them, not crushing out the life of any, how long and sharply contested is to be the conflict. We are now unjust, thoughtless or selfish; we give way to some evil passion, or entertain low and corrupting thoughts; we question, it may be, the existence of virtue in others and find ourselves beset on every side; in short, we are painfully aware of the presence of sin in ourselves in some one or in many of its forms. And now commences that struggle which will be incessant, lasting as long as life, and in which youth especially should be aided by the good example of others, and by loving and watchful oversight; by good habits, high resolve, reliance on God and faith in ultimate victory.

O seekers after goodness, let us be content with no merely respectable virtues, such as pass current in a careless world. Why heed what others think of us, when we cannot bear our own judgment of ourselves? What wages shall we toil for to-day, that shall permanently enrich us? Which do we prefer, to seem, or to be?

O seekers after truth, let us not, as some who have gone before us, be put off with a gilded bauble in place of the priceless jewel that we seek. Too many, alas, grow weary by the way, and turn aside to rest or worship in the temple of some falsehood deified,

"Upheld by old repute, consent or custom;"

neither friend, nor love of ease, nor heart-failing, shall tempt us to call a lie the truth.

The journey that we have commenced is long; what we have already accomplished is as nothing; neither death nor time can rob us of the gains we get in it; through endless aeons our brightening course stretches on; on those topmost summits there rests a fairer light than here.

Through the discipline, then, that the soul is subjected to in its search for truth and virtue, it gains that development which is the highest good that can be conferred upon it. No school can take a high rank, or deserve to be considered as good, that does not propose this for its main object; and while you may, and we hope will, obtain here mental acuteness, capacity for business, curious and interesting knowledge and such an education as may make you objects of just pride to your friends, look chiefly to this, that your minds under rigid discipline become daily stronger as they press on after the good and the true.

Be patient; learn to wait. From the stiff shoots of a stunted, crooked and ungainly shrub as grows on the slopes of the Alleghanies, I have plucked rich clusters of wild crab-apple blossoms, whose matchless bloom and beauty as they filled a saucer on the study-table, will tarry with me a pleasant memory till my latest day.

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## THE CHILDREN.

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BY THE "VILLAGE SCHOOLMASTER."

---

WHEN the lessons and tasks are ended,  
 And the school for the day is dismissed,  
 The little ones gather around me  
 To bid me good night and be kissed;  
 Oh! the little white arms that encircle  
 My neck in their tender embrace!  
 Oh! the smiles that are halo of heaven,  
 Shedding sunshine of love on my face.

And when they are gone I sit dreaming  
 Of my childhood, too lovely to last;  
 Of love that my heart will remember  
 While it wakes to the pulse of the past,  
 Ere the world and its wickedness made me  
 A partner of sorrow and sin;

When the glory of God was around me,  
And the glory of gladness within.

Oh! my heart grows weak as a woman's,  
And the fount of my feelings will flow,  
When I think of the paths, steep and stony,  
Where the feet of the dear ones must go;  
Of the mountains of sin hanging o'er them,  
Of the tempests of Fate, blowing wild—  
Oh! there's nothing on earth half so holy  
As the innocent heart of a child.

They are idols of hearts and of households,  
They are angels of God in disguise;  
His sunlight still sleeps in their tresses,  
His glory still gleams in their eyes.  
Oh! these truants from home and from heaven,  
They have made me more manly and mild,  
And I know now how Jesus could liken  
The kingdom of God to a child.

I ask not a life for the dear ones,  
All radiant, as others have done,  
But that life may have just enough shadow  
To temper the glare of the sun;  
I would pray God to guard them from evil,  
But my prayers would bound back to myself—  
Ah! a seraph may pray for a sinner,  
But a sinner must pray for himself.

The twig is so easily bended  
I have banished the rule and the rod;  
I have taught them the goodness of knowledge,  
They have taught me the goodness of God.  
My heart is a dungeon of darkness  
Where I shut them for breaking a rule;  
My frown is sufficient correction,  
My love is the law of the school.

I shall leave the old house in autumn,  
To travel the threshold no more;  
Ah! how I shall sigh for the dear ones!  
That meet me each morn at the door!  
I shall miss their "good nights" and the kisses,  
And the gush of their innocent glee,  
The group on the green, and the flowers  
That are brought every morning for me.

I shall miss them at morn and at eve—  
Their song in the school and the street;



I shall miss the low hum of their voices  
 And the tramp of their delicate feet.  
 When the lessons of life are all ended,  
 And Death says, "The school is dismissed!"  
 May the little ones gather around me  
 To bid me good night and be kissed.

---

## WORDS, WORDS, WORDS!

THE following petition is said to have been offered by an eccentric clergyman in a neighboring village, at the opening of a town meeting, called to vote upon a proposed amendment to the constitution:

"We pray Thee, O Lord, that the people may not *expla'n*, and *expla'n*, and *EXPLA'n* the constitution all away."

When we hear a teacher complicating the natural difficulties of the solution of an arithmetical or other problem by a multiplicity of words, or listen to the parrot-like repetition of the same by a pupil, the above quaint petition, comes forcibly to our mind, and we fear it would not be inappropriate for the ear of many a teacher.

Take the following example in illustration:

If \$100 gain \$6 in 12 months, what time would be required for \$400 to gain \$16?

*Pupil's Solution.*—If it requires 12 months for \$100 to gain a certain sum, it will require  $\frac{1}{8}$  of 12 months for \$800 to gain the same sum, etc.

*Teacher's Solution.* If it requires 12 months for \$100 to gain a sum, it will require 100 times 12 for \$1 to gain it, and  $\frac{1}{100}$  of 100 times 12 months for \$800 to gain the same sum, etc.

Now the teacher may have particular reasons for enforcing his solution; it is certainly more general; but, considered simply as a solution for this particular example, it is not better than the pupil's; his should, under ordinary circumstances, at least, be commended and probably accepted.

A teacher once boasted, in our presence, that his pupils could retain in memory and solve any question in Article B, Section 7, Colburn's First Lessons. We were invited to select one; instead of complying

we gave the following: 2-3 of 6 is 4-5 of how many thirds of 9; so far from solving this were the pupils, that no one could retain one-half of the question in his mind, after it had been slowly repeated a second and a third time, and it was solved but indifferently when written upon the board. It was evident that the examples in the book had been repeated till their solution required scarcely a mental effort, for the question assigned was simpler in its terms than any of those in the book, and involved the same operations precisely.

Thus the prime object of *mental* arithmetic is often defeated. Certain forms of expression are sometimes desirable, and may profitably, perhaps, be repeated, even though they are not perfectly comprehended; but this, we think, but rarely and temporarily. All forms that are not helpful, are hurtful; they tend to obscure the ideas, if they do not actually become a substitute for ideas; they tend to stultify and not to instruct, and the naturally active mind of childhood becomes tame and inert in the place which is intended to stimulate and animate. Such is the tendency of the forms of grammatical analysis; for example, the pupil is required to analyze the following:

“ We must not blame fortune for our own faults.”

He proceeds thus: *we must not blame*, etc., is a sentence, because it makes complete sense; the teacher objects; the child substitutes, “because the words are so combined as to express an idea,” and his definition is accepted for its conformity to the book, sadly at fault though it be. The analysis proceeds: *we* is the subject, *must blame* is the grammatical predicate; *must blame* is directly limited by *not* and *fortune*, and *fortune* is indirectly limited by *faults* connected by *for*, etc. Thus he goes on, giving more heed to his “direct” and “indirect” limitations, than to the sense of the sentence, which latter we understand to be the chief end of analysis. Would not this end be attained and errors avoided, if, instead of the above, he were required to state simply what and *how* each word and phrase limits, not “directly” or “indirectly,” but simply, *must blame* is limited by *for our own faults*,—telling for what we must not blame fortune, etc.?

Arbitrary rules have the same tendency. The pupil is taught that *that* is a conjunction whenever it can be omitted without destroying the sense, and that it is a relative pronoun whenever *which* can be substituted for it. He must be sadly perplexed with such sentences as the following:

"Please return the knife *that* I lent you."

"Where is the book *that* you recommended?"

He is taught lists of prepositions, and nothing of their nature; he parses by the aid of his dictionary; he defines, too, by that, using it not as subordinate, but as a principal help. He commits long paragraphs of history or geography; he mumbles senselessly through pages of the reader. There is no study that, in the hands of the prosaic, unskillful teacher, will not degenerate into a like mass of meaningless words. Thus the curious mind is crammed with words—words without ideas; and we hear of the "mortified predicate," and listen to such rules as "adjectives directly limit nouns and *substitute* for nouns," till we cry out in pain and disgust,

"More matter, with less art!"

Whence arise these mumblings and meaningless utterances? Evidently from a want of contact of the mind with the ideas embodied in the words. Can this contact be induced? Certainly it can, if the subject is adapted to the age of the learner, and both are in the charge of a competent teacher. In much of the primary instruction, things should precede words, and when words cannot be illustrated by things, they should, at least, be interpreted and enforced by the living teacher. The imagination must be assisted to grasp the ideas.

Suppose a pupil is required to solve the following problem:

A fox is 96 rods before a greyhound and running at the rate of 15 rods, whilst the dog pursues at the rate of 21 rods in the same period of time; how far must the dog run to overtake the fox?

He may be taught to say, "If the hound gains six rods upon the fox in running 21 rods, to gain 1 rod he must run  $\frac{1}{6}$  of 21 rods, and to gain 96 rods he must run 96 times  $\frac{1}{6}$  of 21 rods;" and yet, having never conceived of the figure or relations of the animals in the race, he will utterly fail in a subsequent review of the same problem. But assist him to image the scene in his mind; give the conditions of the problem a definite locality; let the distance, 96 rods, have a place; let the fox spring forward 15 rods in a half minute, and the dog bound after him 21 rods in the same period of time, it will become a problem with life, and its solution will be intelligible.

Time is more profitably spent in discussing the peculiarities of a few problems, than in solving many that have no peculiarities. Ques-

tions should be put in a variety of forms ; for instance, let such questions as the following be substituted for the formal declension of the personal pronouns : What are the personal pronouns of the first person ? of the second ? of the third ? What are of the nominative case ? the possessive ? etc. ; instead of a formal conjugation, ask for the peculiarity of the verb in the third, singular, of the present tense, etc.

Children must be brought directly in contact with the mind of the teacher, that they may be moulded by him ; too many fail here from a bad theory ; they designedly keep themselves aloof ; they are not like the Great Teacher ; they repel where they should attract ; they repel with their cold heart, with their grave looks and reserved mien, with their tones, with their words ; they use too many or too few ; they use them not wisely, perhaps harshly ; they are soon either unheeded or received with contempt.

Any lack of a hearty interest in the pupil, will put distance between him and his teacher ; a proud and haughty spirit will do this ; absorption in other than school duties will at least beget estrangement ; a selfish mind will receive, as it merits, no welcome to the heart of a child ; and much less will a hypocritical or self-opinionated spirit. We have known one so self-controlled, so perfectly even in all his modes of discipline and instruction, and withal, so prescient to the faults of childhood, that his very perfectness repelled his charge ; his children were always perfectly orderly, but, also, painfully passive ; with such a teacher, the *whole* nature cannot be developed. Could his natural gifts have been combined with a buoyant spirit, an unconscious sympathy with the young ; could he have entered familiarly into all their plans—checking their perversities, and encouraging all their feeble efforts—he would have been perfect as a teacher, so far as mortal can be.

Says the sacred proverb,—

“ Words fitly spoken are like apples of gold in pictures of silver.”

So in an emphatic sense, are acts fitly performed. There is often more force in the spirit in which a deed is done, than in the deed itself ; it is so with punishment, whether corporal or other. There are, we know, those who can discipline thoroughly without an appeal to the lower motives ; there are others with no lack of the right spirit, that cannot do without such an appeal ; but many, it is to be feared,

who resort to the grosser forms of punishment, do it in so bad a spirit as to do more harm than good; they come in contact with the mind of the child they would correct, but in such a spirit that they stir up anger and hate.

The child's life is a life of realities; he loves to see, to taste, to handle; his great natural source of knowledge is things; he is, moreover, interested in incidents, in narrations; and when he has learned to read, he will delight in reading words that convey ideas about things in which he is interested. If the words he reads describe things in which he feels little or no interest, they will not inform his mind to any great extent, and it is just here that the person apt to teach comes happily to the pupil's aid.

The child yields ready obedience to those conditions upon which his happiness, as he sees it, depends. But when a task is irksome, it is necessary, sometimes, that authority should interpose to enforce obedience. To a just demand, the mind of a child often yields reluctant assent; and just here the right spirit in the teacher aids greatly in enforcing the obnoxious rule. Nothing is so effective in all that pertains to the teacher's art as immediate, personal contact, mind with mind, heart with heart.—*Mass. Teacher.*

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For the Schoolmaster.

#### THE NATURAL SCIENCES IN COMMON SCHOOLS.

IN the fast age in which we live, when new plans in every department of life find ready advocates, we often fail to discriminate between novelty and improvement. Not many years ago the most essential qualifications of the school-room were to read, write, cipher, and *make pens*. But many now, as we believe, quite in advance of the age, insist that in addition to these branches, music, painting, and the whole circle of natural sciences should find a place in our common schools. But this opinion is advocated chiefly by those who have had little or no practical experience, and no argument could better convince them of its utter impracticability than an attempt to reduce their system to practice. No new theory should be adopted because it is *new*, and yet we should, of course, accept whatever is known to be an improvement.



The great object in teaching is not to crowd the mind with as many facts as possible, but to educate, to lead forth and strengthen the mental powers, by presenting objects that will awaken thought.

It must be confessed that many of our text-books are prepared with little reference to this prime object of study, and teachers, too, are apt to feel that their work is completed when the last lesson is recited. The teacher's mind should be well stored with knowledge derived from every department of science. There are opportunities constantly recurring when an explanation or anecdote, suggested by some topic under consideration, will awaken an interest which could with difficulty be secured in any other way.

Geology, mineralogy and astronomy afford an inexhaustible source from which a skillful teacher can draw at pleasure. The unreflecting school-boy looks upon the stones as fit only for wall or pavement, but in the light of science he reads in them the history of the earth indelibly written in solid rock. The twinkling stars, made, as he thinks, only to give light when there is no moon, become worlds like our own, perchance, but infinite in number and distance; and as he extends his imagination to grasp what lies beyond our vision, he is enabled to form some conception of the infinite and eternal.

Geography may be made doubly interesting, if among its dry questions some brief description be given of the customs, manners, language, or general characteristics of the people who inhabit the countries and cities whose crooked names are so formidable to the beginner.

The young and tender mind can be disabused of the superstitious notions so prevalent even in our own age without worrying through the intricate problems of astronomy or committing the dry facts of physical geography.

It may be said that these suggestions savor of superficialness. By no means. We consider the great object of our common schools to be to secure to every scholar a knowledge of the elements or first principles of an education,—the foundation *only* upon which the superstructure is afterwards to be reared. Would we have the foundation perfect in every part, we must give it our chief care, yet we should shape every stone with reference to the edifice which is to rest upon it. So in educating the mind, first principles must be established upon a secure basis, while superstitious prejudices may be removed, and by

simple means direction given to the thoughts which will have an important bearing upon the future development of mind.

H. M.

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VERBUM SAT.

SCHOOLMASTERS talk too much, far too much for their own good, and for the good of their pupils. Take an example :

"The next lesson will be the first six examples on the 98th page — 98th page, first six examples.. I want all the class to understand it — to-morrow, you will take the first six examples on the 98th page. Every day I have to tell you over again three or four times ; now I want you to remember, this time, that your lesson will be six examples on the 98th page."

"Begin at the top of the page, teacher?"

"Yes, begin at the top of the page, and take six examples."

Surely it would seem that after so much repetition, scholars must remember *where* their lessons are. When the time comes for preparing the lesson, Thomas or Mary very innocently inquires where the lesson is. The teacher pauses in apparent vexation and surprise, and inquires :

"Were you in the class yesterday?"

"Yes; sir, but I did not hear you give out any lesson."

"Charles, what did I say about it?"

"I don't know, sir."

"Joseph, where is to-day's lesson?"

Joseph, at a venture,

"You said take the same lesson again, sir."

"I did not. I said take the first six examples on the 98th page."

After all this, it will be strange if some of the class do not bring in the wrong examples, and others come wholly unprepared, because they "did not know where the lesson was."

However tiresome this may be to the reader, it should be borne in mind that it is but a single specimen of what many pupils are forced to endure daily, it may be for years.

This example will serve to illustrate how teachers too generally multiply words, upon the various affairs of the school-room.

The matter of discipline is a theme fruitful of words; repeated warnings, cautions, threats, expostulations and entreaties falling continually upon the ear of the pupil, until they become so matter-of-course, that they are scarcely heard and much less heeded. It is not strange that when night comes, the teacher is exhausted. He who talks in the dust and atmosphere of a school-room six hours per day, must have lungs of leather, a throat of brass, and an iron constitution, to enable him to continue such labor for many years.

The person who has contracted this habit of talking incessantly, verily believes that should he talk less the progress of the school would be seriously affected. Without doubt it *would*, but I predict that it would be for the better—not for the worse. Most of us can recall to mind, days when ill-health, or a severe cold has compelled us to forego talking; how, on such occasions, we have resolved to keep the machinery of school in motion and simply maintain order by our presence, little expecting any definite results from the exercises of the day. Some of us remember how surprised we have been, to find that on such days above all others, school has moved off with remarkable satisfaction, and that upon such occasions the scholars have unquestionably made more than ordinary progress. But so far are we from profiting by the lesson of our experience, that when the ban is removed, we return to our habit of talking, often making up by double diligence, what we half believe has been lost by our constrained silence.

The schoolmaster's habit of talking attends him wherever he goes. He listens but impatiently to others, but give him the lead and jog him with a timely "yes" or "no," and he will spin you a yarn the end whereof no man knoweth. There is an antiquated ex-pedagogue that I sometimes meet, the mere mention of whom makes me yawn, and a sight of him gives me the fidgets. Woe to the unlucky victim that comes within his grasp! He seizes you by the button or sleeve, and pours into your unwilling ears the same oft-told tales, with an attention to the minutest particulars, that, to a man of the present age, is the very refinement of torture. I positively never knew him to finish his story and release his prisoner, or even to attempt to part from any whom he met by chance, or upon business. It is not an easy matter to get away from him; he is sure to be going the same way as yourself, and it requires more than ordinary tact to shake him off. I have sometimes tried to imagine what would be the result

if two such persons should meet, but it invariably assumes the form of the well-known philosophical question, "If an irresistible force strike an immovable body, what will be the result?"

I am not naturally a coward, but I confess rather than meet this human barnacle, I am weak enough to plunge down a dark alley or turn a corner very suddenly, to avoid him.

Those who attend teachers' institutes and conventions, know how unfortunate it is that long-winded, tiresome reports, and dull and prosy addresses sometimes consume the time needed for other matters of importance. Many of those who come to be instructed and profited—outsiders and teachers—leave in disgust, and too frequently judge that all teachers' gatherings are likewise spiritless and unprofitable. Not seldom do we see a lecturer so forcibly, yet questionably eloquent, that, in ten minutes he manages to talk away two-thirds of his audience, while the few that remain, martyrs to their own good breeding, endure the penance and listen with ill-concealed impatience.

It seems to me that a man must be wanting in discernment and common sense, not to realize in some degree, the so plainly marked effect produced upon his hearers. 'Tis pitiable to see a man with an axe to grind, or with Quixotic valor attacking some imaginary wind-mill, "spinning the thread of his verbosity finer than the staple of his argument," exhausting the patience of a well-thinned audience by his tiresome platitudes and puerile commonplaces. The last feather is added, when, at the close of the effort, some friend more courteous than discreet, moves the inevitable "vote of thanks" for the very *able* and *interesting* address, and requests a copy for publication in "The Educational Illuminator." Of course the good-natured editor will be happy to publish it, even to the exclusion of valuable matter. If he is a true friend of education he will most certainly publish it, regardless of the expense, even though he has got to get out an extra to contain it.

I suppose that somebody reads such endless effusions—but I have no knowledge of any one that does—I have not even faith to believe that their authors ever read them in print. Such

"Weavers of long tales  
Give me the fidgets, and my patience fails."

—*New York Teacher.*

For the Schoolmaster.

**QUESTIONS IN ENGLISH LITERATURE.—ADDISON.**

**VISIT TO SIR ROGER IN THE COUNTRY.**

(*Spectator*, No. 106.)

1. Observe the topics introduced, and how adroitly. How many topics are treated? Observe how thoroughly each point is discussed, and how clearly and forcibly presented.
2. Observe how admirably the character of Sir Roger is presented, and that of the chaplain. What distinct points of Sir Roger's character can you mention? of the chaplain?
3. Observe the unity and completeness of the essay. What is its point? its object?
4. What is the principal proposition in the first sentence of this essay?
5. Is it simple, complex, or compound?
6. How many propositions are there in this sentence?
7. Write these separately in the order of their importance.
8. "Having . . . . country." Is this sentence a clause or a phrase?
9. With what part of speech does it commence?
10. Is it very common with good writers to commence a sentence with a participial phrase?
11. Are there other examples of this construction in this essay?
12. Find three examples of this construction in Addison's essay on Sir Roger.
13. To what proposition is this phrase an adjunct?
14. What relation does it sustain to that proposition in thought?
15. Is the order of the words "having often received" common?
16. Is it the best order?
17. Would you place an adverb between the *to* and the verb in the infinitive mode?
18. Is that construction common?
19. Is it common with the best writers?
20. Mention a distinguished author who never uses this form.
21. Mention a reputable author who frequently uses it.
22. Should there be a comma after friend?
23. If so, where should the next comma be?

24. Give the case and construction of *Coverley*.
25. What was the origin of the use of *de*?
26. What is the grammatical construction of *to pass*?
27. How many sentences can you form from the knowledge conveyed by this phrase?
28. "I last week accompanied him thither." In this sentence how can you change the position of the words "last week"; "thither"?
29. What is the best order of the sentence?
30. Find three examples in Addison's papers on Sir Roger in which the adverbial element is placed between the subject and predicate, which would be constructed better by some other order of words.
31. Find three similar examples in which a different order of words would mar the beauty of the sentence.
32. Can you give a rule for the position of adverbs?
33. Define the difference in meaning in the words—*there, thither; where, whither; here, hither; towards, to, into; in, into; from, out of*.
34. "And am settled with him for some time at his country-house." In this sentence why should the verb have the subject *I* expressed?
35. Substitute a synonym for *am settled*.
36. "For some time"—Why does the author leave the time indefinite?
37. Give synonyms for *at his country-house; ensuiny; speculations*.
38. What is the derivation of *accompanied; settled; country-house; intend; ensuing; speculations*.
39. In the sentence commencing with "having" and ending with "speculations," how many and what words are derived from the Latin and from the Saxon?
40. Parse and analyze this paragraph.
41. The author next describes in a very entertaining manner the family of Sir Roger. How many persons introduced?
42. Write out separately the sentences which introduce severally these characters, and observe the difference in structure of the sentences.
43. How many sentences can you mention in the next paragraph which tell us something definite of the character of Sir Roger?
44. "I am the more at ease—persons." What peculiar expression in "the more"?

45. Paraphrase this sentence in the best manner possible.
46. How many sentences in this essay ?
47. State the number of sentences commencing with the several parts of speech.
48. Give the number of sentences which conclude with the several parts of speech.
49. What part of speech terminates the majority of the sentences ?
50. How many sentences commence with the logical subject ?
51. How many sentences commence with the adverbial element ?
52. How many sentences are introduced by a principal phrase ?
53. How many sentences commence with the pronoun I ?
54. In how many sentences is the verb placed before the subject ?
55. How many sentences are simple and how many are complex ?
56. Are there many long modifying clauses introduced ?
57. How many simple interrogative sentences in this essay ?
58. In how many cases is the subject separated from the predicate by an adverbial clause ?
59. How many times does the adjective clause intervene between the subject and predicate ?
60. How many times does the adverbial phrase separate the subject from the predicate ?
61. How many sentences can be found in which the same noun is separated ?
62. How many sentences contain nouns used synonymously ?
63. In how many different ways is Sir Roger designated ?
64. What is the greatest number of times that the author refers to him in the same sentence ?
65. Does this repetition mar the beauty of the sentence ?
66. Was it customary for Sir Roger to ride on horseback during his younger days ?
67. In how many sentences do we find the pronoun I repeated, and in which the greatest number of times ?
68. Are many of the sentences capable of improvement ?
69. Are many of the sentences capable of improvement by shortening ?
70. Are there many superfluous words introduced ?
71. Are the sentences generally long ?
72. Is the character complicated or otherwise ?

73. In what manner does the author avoid the use of the interrogation point?

74. What punctuation point does the author often omit, where others would use one?

75. How many compound words are here used in which the hyphen is employed?

76. Why should a comma be placed after "and" in the sentence, "And, as well as the rest of his fellow servants," &c., and none after "and" in the sentence, "And as he is beloved by all about him"?

77. In how many instances do we find the colon used instead of the period?

78. What word would generally be used at the present day in place of staying, in the sentence, "Without staying for my answer"?

79. Is the sentence, "My worthy friend," &c., grammatically correct?

80. Can the author's meaning be expressed in one sentence?

81. Find a synonym for obliging, "And obliging conversation."

82. Is the first sentence commenced in a manner calculated to attract attention?

83. If there were more direct quotations used would the essay be rendered more interesting?

84. Can you find any grammatical errors in this essay?

85. Are there any ambiguous constructions?

86. How does the author betray his knowledge of foreign languages?

87. How many foreign words are used?

88. Is it usual to find such a variety of topics in so short an essay?

89. Would not the essay be rendered more interesting and instructive if more characters were introduced?

90. With the names of how many celebrated divines does it acquaint us?

91. Is not the last paragraph somewhat abrupt?

92. Would the essay be improved by amplifying?

93. What is the general style of the essay?

94. Is the style of the essay calculated to please?

95. Does not Addison use such words as will give a smooth, gliding sound in reading?

96. In what does the beauty of Addison's composition consist?

97. Are its beauties evident upon first reading?

98. Why are Addison's writings so interesting?

99. What are the qualities of this paper which make it interesting?

100. Does this essay fully achieve its object?



## QUESTIONS FOR WRITTEN EXAMINATIONS.

## QUESTIONS IN ARITHMETIC.

[THE answers given, were obtained by the First Class of the Prospect Street Grammar School, Providence.—ED. DEPT.]

1. John can do a piece of work in  $4\frac{1}{5}$  of a day, William can do it in  $\frac{1}{2}$  a day, and James can do it in  $\frac{1}{3}$  of a day. How long will it take them, working together, to do it?

Answer,  $\frac{12}{55}$  day.

2. John can do a piece of work in  $6\frac{1}{7}$  of a day, William can do it  $1\frac{1}{2}$  days, and James can do it in  $4\frac{1}{5}$  of a day. How much longer will it take James to do the work alone, than it does John and William working together?

Answer,  $\frac{32}{115}$  day.

3. John can do a piece of work in  $2\frac{1}{2}$  days, William can do it in 3 days, and James can do it in  $2\frac{3}{4}$  days. If they commence the task together, and John ceases to labor after working  $\frac{1}{2}$  of a day, and William after working  $4\frac{9}{10}$  of a day, how long must James work alone to complete the piece?

Answer,  $1\frac{191}{405}$  days.

4. John can do a piece of work in  $1\frac{1}{4}$  days, William can do it in  $9\frac{1}{10}$  of a day, and James can do it in 2 days. They commence the work together, and William ceases to labor after working  $\frac{1}{4}$  of a day, and James after having performed  $1\frac{1}{6}$  of the task, when John completes the piece. How long does John work in all?

Answer,  $\frac{25}{36}$  day.

5. John can do a piece of work in  $5\frac{1}{6}$  of a day, William can do it in  $\frac{1}{3}$  of a day, and James can do it in  $\frac{1}{4}$  of a day; John works alone  $\frac{1}{6}$  of a day, James does alone  $1\frac{1}{6}$  of the work, and William works alone as long as James; when they complete the task working together. How long did they work together?

Answer,  $\frac{227}{1544}$  day.

6. John can do a piece of work in  $2\frac{1}{4}$  days, William can do it in  $2\frac{1}{2}$  days, and James can do it in 3 days; James does alone  $1\frac{1}{10}$  of the work, and William works alone as long as James, and John does alone as much as James and William together; when the task is completed by James and John. How long did they work together?

Answer,  $\frac{462}{575}$  day.

7. John can do a piece of work in  $1\frac{1}{4}$  days, William can do  $\frac{1}{2}$  of it in  $\frac{2}{3}$  of a day, and James can do  $\frac{1}{4}$  of it in  $11\frac{1}{18}$  of a day. They commence the task together, but John is idle  $\frac{1}{3}$  of the time, and James  $\frac{1}{4}$  of the time. How long will it take them to finish the piece?

Answer,  $\frac{680}{761}$  day.

8. John can do a piece of work in  $\frac{1}{2}$  a day, William can do it in  $\frac{2}{3}$  of a day, and James can do  $\frac{3}{4}$  of it in  $10\frac{1}{2}$  days, 20 of a day,—10 hours of labor being a day's work. They commence the task together, but William after working  $1\frac{1}{2}$  hours was called away, and James was obliged to leave when he had completed  $\frac{1}{2}$  of what he would have done had there been no interruption, and John finishes the piece. How many hours does John work alone?

Answer,  $1\frac{519}{880}$  hours.

9. John can do a piece of work in 135 hours, William can do it in 1 hour, and James can do it in 157 hours. They all work together until  $\frac{2}{3}$  of the task is finished, when they complete the piece working separately, each doing  $\frac{1}{3}$  the remainder. How long does John work in all? How much more of the piece does William do than James?

Answer,  $\frac{376}{795}$  hour;  $\frac{15}{106}$  more.

10. John can do a piece of work in  $\frac{2}{3}$  of a day, William can do it in  $3\frac{1}{2}$  of a day, and James can do it in  $8\frac{1}{2}$  of a day. How long will it take them all, working together, to do a piece  $2\frac{1}{2}$  times as large and twice as difficult, if John works  $1\frac{1}{2}$  times as fast, and James  $\frac{2}{3}$  as fast as stated in the first part of the problem?

Answer,  $\frac{432}{457}$  day.

#### SPELLING.—ONE HUNDRED WORDS.

Foci, radii, vignette, acrimony, seize, tease, millinery, mercenary, irascible, ecclesiastic, nefarious, disparity, amenable, beneficent, rarefy, rueful, supersede, vicissitude, mortise, contemptible, niche, turbulent, superficies, heinous, coerce, billiards, bilious, parole, control, unroll, patrol, toll, foal, mole, sole, stroll, soul, bowl, knoll, cajole, bole (fine clay), hole, coal, condole, boll (a pod), goal, poll, roll, scroll, shoal, stole, tole (to allure), sieve, siege, bald, eels, oust, quoin, soot, gist, jet, ignitable, irresistible, discernible, susceptible, incorrigible, indispensable, allegeable, remediable, caterpillar, innuendoes, triphthong, leisurely, distillery, reciprocity, militia, fagot, inseparable, assafoetida, erysipelas, cupfuls, nucleus, manœuvre, rescinded, hymeneal, ecstasy, cornucopia, nauseous, serenade, scandalous, pinnacle, penurious, pleurisy, plurality, varioloid, vaccinate, victuals, porridge, extol, carol, loll.

"JOLLY GOOD TIMES" AT TEACHERS' INSTITUTES.—At a teachers' institute held at Oswego, N. Y., commencing October 5th, Commissioner Smyth awarded a prize of Webster's Dictionary to Miss Licetta F. Smith, the successful competitor in a "spelling match," she having spelled correctly forty-seven out of fifty words selected by Prof. Sanders. A silver ice-pitcher and sundry other "fixins" were presented to Commissioner Smyth by the teachers. Speeches were made, and after a jolly good time the last evening, the institute adjourned.—*New York Teacher*, Dec. 1863.

## RESIDENT EDITORS' DEPARTMENT.

## TO OUR READERS.

WITH the January number of THE SCHOOLMASTER the tenth volume begins. During the nine years now past, the journal has met varied experience. To Prof. ROBERT ALLYN is due the credit of starting the enterprise. He entered upon its publication with no little doubt as to its success. But the conviction that a State characterized by such a marked spirit of general enterprise, and aspiring to an honorable position in the scale of letters, ought to have a journal devoted to the noble cause of popular education, led to the publication of the first number. This gentleman continued its editor and publisher nearly three years, when Mr. WILLIAM A. MOWAT, now Principal of the English and Scientific Department of the Providence High School, assumed its publication. Under this able editorial care the journal continued to increase its popularity and usefulness, when about three years since it ceased to be a private enterprise, and became the organ of the Rhode Island Institute of Instruction, and was published under its direction.

We cannot but hope that a wider and deeper interest is felt by all teachers in this their journal as its volumes increase. Though some of our loyal States have recently been obliged to suspend publication of their journals for want of means, we have been able thus far to issue the journal with many manifest improvements, involving a much greater outlay. The work must go on; we can not afford to slacken our energies and allow the fires to grow dim. Though the pages may not always be *entertaining*, something of value to a living teacher may be gleaned. It is not an easy matter to say new and rare things upon the subject of school-keeping, or upon the science of education. If originality is wanting, old and true sayings must be repeated.

Since our last January issue our beloved country has passed through a series of startling and weighty crises. Her history is now being *made*, it will be written by and by. But one assurance has led us on each successive day, like the pillar of cloud to the wandering Israelites, that out of the depths of our afflictions and apparent chaos shall arise the bright star of *emancipation and universal liberty*. With such a gleam of hope, though distant, let us press on, and ere the present year shall fill her orb of months we may hear the shout of victory and free our people from the lips of a united people.

As editors, we thank you for the kind coöperation in the work of sustaining our publication, while we beg you to cover our failures and mistakes with the mantle of charity.

In order to sustain such a journal and impart to it a vigorous life, each teacher and lover of the cause should feel a *personal* interest in its success. We *must have* the hearty sympathy of all or we sink under the burden.

Allow us, dear readers, to wish you a Happy New Year, and as you toil on in the struggle of life, remember that each moment has its joy and sorrow; our burdens do not fall in a body, but one by one. Be faithful, and posterity shall bless you, and as the echo in the sea-shell ever sings of the little insect that once inhabited it, so may your good deeds live long after you and chant your praises forever.

RESIDENT EDITORS' DEPARTMENT.

OUR BOOK TABLE.

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THE AMERICAN JOURNAL OF EDUCATION.—We call the attention of teachers to the above Journal, hoping to induce them to become acquainted with it by reading it. It is the best journal published in the world, and no teacher can be said to be conversant with the onward march of intelligence in all countries unless he is a reader of the *American Journal of Education*. We give the contents for the December number :

Portrait of Capt. Alden Partridge. "1. United States Military Academy at West Point." "2. Alden Partridge." "3. Military System and Education in Switzerland." "4. Staff School in System of Military Education." "5. The State and Education—second article." "6. History of Common Schools in Connecticut—continued." "7. Schools as they were Sixty Years Ago." "8. Normal Schools or Teachers' Seminaries."

"9. FRANCIS WAYLAND: Portrait; Memoir—Educational Labors and Publications; Education and training for his life-work; Experience as a Teacher; Experience as a Preacher and Pastor; Experience as President of Brown University; Growth of the University under his Presidency; Plan for extending the Course of Instruction; Educational Publications; Report on Reorganization of Public Schools of Providence; Discourse on opening Providence Athenæum; Suggestions on Theological Education; Tribute to his Teachers, President Nott and Prof. Stuart; Character and Educational Labors of Dr. Arnold."

"10. Intellectual Education—its Objects and Methods." "11. School Architecture." "Index to Volume XLII., or New Series, Volume III."

The *Journal of Education* for 1864 will be published on the 15th of March, June, September, and December, on the following terms: For a single copy one year, if paid before March 15th, \$3.00; single number, \$1.00; 5 copies in one order, for the year, \$12.50. All subscriptions payable in advance. All communications relating to the Journal, should be addressed to Henry Barnard, Hartford, Ct.

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THE AMERICAN EDUCATIONAL MONTHLY for January contains part first of a tale entitled, "The Adventures and Misfortunes of a Saxon School Master"; An American Kinter Garten; Physical Culture, with illustrations; Editor's Salutory; National Education; The Old and the New, in Education; Weariness, a poem; Editor's Miscellany, consisting of many items of educational news and interesting paragraphs; literary notices; descriptions of school merchandize, and publishers' advertisements in great variety.

The American Educational Monthly is a *new* and *live* journal for the teacher, issued by Schermerhorn, Bancroft & Co., 130 Grand street, New York city, at \$1.00 per year. Specimen sent for 10 cents.

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# THE RHODE ISLAND SCHOOLMASTER.

FEBRUARY, 1864.

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VOLUME TEN.

NUMBER TWO.

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NINETEENTH ANNUAL REPORT OF THE SCHOOL COMMISSIONER  
OF RHODE ISLAND.

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WE have been favored with the advance sheets of our Commissioner's Report for the current year. It is an able and plain statement of some of the main facts relative to our schools. It ought to be read by every voter in the State.

In relation to the "want of parental interest in schools," he says :

## "WANT OF PARENTAL INTEREST IN SCHOOLS.

"It is one of the strange anomalies of humanity, that any parent should be indifferent to that which promises so much for the well being of his child as does our system of public instruction. The philosophy of this indifference is not in every instance easily discovered. It is the result of a combination of forces operating through our perverted natures. To provide against these hostile influences, stand all our compulsory laws. But these only check them ; they do not, and cannot remove them.

"The primary cause of this want of interest is, as it seems to me, that parents do not rightly comprehend the responsibility which rests upon *them*, in the training of the child. They place the whole burden upon others' shoulders, whereas, a portion of it belongs, primarily and exclusively, upon their own. They recognize the fact that the child is "made," but seem to forget that he is made only a *child*, and



that he is yet *to be* made a *man*. Hence they do not recognize the agency and the responsibility which the *future* creation imposes upon them; and that they must continue to be coöperants with the great Author in this *process* of creation, or the creation fails. It can no more be successfully continued, than it could have been begun, without their agency. A vital and vitalizing power must continually go out from the parent to the child, to nourish and to train it, and to help it in attaining to the fullness of perfect manhood.

\* \* \* \* \*

“With this indifference and neglect, comes parsimony,—a niggardly, wretched policy, that secures for the school the services of an instructor of inferior attainments, of little experience, and of less conscience. He feels his incompetency, and in the vain attempt to conceal it from the microscopic eyes of the school-room, only exposes still more the utter awkwardness of the whole man. That confidence which he ought to have commanded, and which is indispensable to success, he fails to receive. He loses the respect of his pupils, and after this, the sooner the better if they lose him.

“Now, with a proper appreciation of the value of an education, the parent would feel that he had a right to demand the best instruction, and would take measures to see that it was secured. He would feel that a teacher was like any other commodity in the market,—the best quality would command the best price; and while it may occasionally be true that a cheap teacher has kept a better school than another to whom more was paid, every body knows that such is not the rule. He would know that no thoroughly qualified teacher would so cheapen his qualifications, or compromise his self-respect, as to let himself to the lowest bidder. While it is true that a right-minded teacher will not allow his monthly compensation to be the measure of his educational zeal, it is very encouraging to him to feel that his hire is worthy of his labor. A consciousness of duty faithfully performed may be exceedingly comforting in his hours of quiet retirement, but it hardly compensates for the deficiency of small change in the settlement of the quarterly bills of his grocer and butcher. No man can be expected to give his life for less than what will enable him to live. No man expects to secure able and faithful agents in other departments of business, if he does not sufficiently compensate them. The shrewd manufacturer bids high for skillful labor, and so with the mechanic and the artisan. The anxious father employs the best med-

ical aid for his sick son, and expects to pay for it. The embarrassed client consults the most learned counsel, and he expects the fee to be, in some degree, the measure of the value of the advice which he receives. No congregation hopes to secure the services of a "popular divine," without the payment of a liberal salary. And no parent who is not culpably indifferent to the educational interests of his children, would think of limiting the wages of the schoolmaster, to less than those of the common day laborer.

"Now, while teachers are not, as a class, captivated by a love of lucre, they are not so unlike men of other professions, as not to be possessed of a desire that their income should secure an honest living. This is reasonable, and to this they are entitled. Parents have no claim upon the services of a good teacher, who are unwilling to pay the frugal expenses of such a teacher, and to remunerate him for the time, labor and cost of securing his educational qualifications. Burton, in his *Anatomy of Melancholy*, thinks that parents who attempt this, are more careful of their shoes than of their feet,—that they rate their wealth above their children. Besides, small pay implies limited confidence; there is either an undervaluation of education, or of the educator, or both; and he who denies an adequate compensation to him who is engaged in the high and sacred vocation of educating his children, must not complain at the want of sympathy between the parent and the teacher. Few men are apt to be very cordial where they feel that they are not appreciated; and as nothing is more likely than a liberal salary, to secure an efficient teacher, so nothing more certainly ensures the hearty coöperation of parents."

Speaking of the study of the Constitution of our country, he says:

"I believe the time has come, when the study of these things should be *insisted* upon in our district schools. The youth attending them are soon to be our law *makers*,—holding the elements of law in their own hands, and shaping them, so as best to subserve the principles of freedom, of truth, and of justice. Laws, to be valid, must be Constitutional. How can they, who know neither the letter nor the spirit of that immortal instrument, judge of this? Yet everybody, in our free land, assumes to judge. Garrulous bar-room debaters, and corner-grocery loafers, will every where be found, discussing questions of constitutional law, with all the earnestness, and vastly more of assurance, than did the distinguished Expounder of the Con-

stitution, who made a knowledge of them the study of his life. I apprehend it is not over-stating or endangering the truth, to say that very many of those who have a legal voice under our Constitution, are as profoundly ignorant of every Article of which it is composed, of the spirit which conceived it, and of the great ideas of civil polity which it embodies and unfolds, as though they were not enjoying the blessings of its protecting power. If called upon to distinguish between a republic, a limited monarchy, or an oligarchy, they would be as sorely puzzled, as they would be, if required to locate the sources of the Nile. Is it right, is it safe, that this should remain so? How can those who know so little of the source, principles, and end of laws, be safely entrusted with the power of enacting, or administering them? But it will be said, those who *actually do* enact and administer law, understand all these things. How can the people be sure of this, if they themselves are ignorant? Yet the elective power is with them, or, of right, it ought to be."

The Report thus alludes to Teachers' Institutes :

" It is unnecessary to speak of the inestimable value of these teachers' gatherings, in engendering and keeping alive a spirit of educational interest and enthusiasm. Other professions have their associations, which are sustained by the best talent in them. So it is with Teachers' Institutes. *The best teachers are always there.* They cannot afford to be away. They communicate and receive good. The work of education is laborious, exhaustive, complex, and ever changing. New truths, and new and *improved* methods of communicating truth, are continually presented, and the teacher who is not awake to this, will some day wonder that he has slept so long. He will find that he is teaching at the beginning, and not at the end of the nineteenth century. Those who teach most diligently, most faithfully, and most successfully, feel most the need of these things; and it is evidence against a teacher's qualifications, that he is indifferent to educational meetings. It is creditable to the zeal of the teachers who have the management of the R. I. Institute of Instruction that they have appointed so frequent meetings in different parts of the State, during the past year; and it is also a favorable indication, that they have been so fully attended. By them, a general interest in the cause of education, has been maintained, and increased, which cannot fail to be productive of much general advantage. This association is

now holding its winter sessions, with no diminution of numbers or interest. It should receive, as it deserves, the hearty coöperation of the people, and the thanks of the State."

THE RHODE ISLAND SCHOOMASTER is not forgotten :

" This valuable Educational Journal fully sustains its well earned reputation, and continues to merit the patronage of the State. It is ably edited by some four or five of our most accomplished teachers, who find their reward in their devotion to the sacred cause they espouse, and in the gratitude of many who profit by their labor. They bring to it, talents, acquirements, and a hearty zeal, which might well be coveted by any State in the Union. With such pains-taking, and at no inconsiderable inconvenience, in the midst of active duties, which fully occupy their time, they have made it one of the *best* educational journals, of the many which reach this office. The community should be proud of it, and every Rhode Island teacher should sustain it with his pen and his pocket. *He cannot afford to be without it. It is his paper.*"

#### NORMAL SCHOOL.

" There is one important fact, which I am authorized to name in this connection, viz. : That a very great majority of Normal School graduates, continue, for many years, in their chosen profession. But whether they teach or not, they never lose their Normal School interest, and are always intelligent and energetic advocates of the best system of education. It has been well said, that the invaluable and far-reaching influence of these schools can never be justly estimated, either by the number of pupils who may be in attendance, or by the list of graduates.

" I am glad to join the Trustees of our State Normal School, in testifying to the high qualifications and efficiency of our Normal Teachers. As a corps, they are fully equal to the best in the State ; and it is the unabated desire of all, who at all comprehend our educational wants, that their services may be retained, until their usefulness is felt in every district in the Commonwealth."

We are sorry not to make further selections, for there is not an unmeaning or idle passage in the book. It is an honor to the able writer, and ought to be a stimulus to the cause of popular education.

For the Schoolmaster.

NOTES ON SPELLING.

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[CONTINUED FROM THE FEBRUARY NUMBER OF THIS JOURNAL FOR 1862]

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THERE are various methods to be used in putting out words and in spelling them.

1st. The teacher gives a word to each scholar in turn, to be spelled orally. This is the common method, and when well used is a good one.

2. The first word in the lesson is given out by the teacher; the pupil repeats the word, spells it and then goes on to spell the rest of the words in the lesson, in their order, without any further help from the teacher. The omission or the misplacing of any word is considered a mistake. The next pupil spells all the words in the same way, and so on through the class. This, on the whole, is an admirable method for young children; it disciplines the memory, promotes carefulness and accuracy, and accomplishes a great deal of work in a given time.

3. This is a slight modification of the preceding method, especially useful in a review. One scholar spells the first word; the next the second, and so on.

4. A dictation exercise. The teacher dictates a short sentence; the pupil repeats it, and then pronounces and spells the more difficult words, one by one. In this way the words are presented *in motion*, as Trench would say, that is, in their connection, as they are used in writing and speaking; though many honest words might well feel ashamed at finding themselves in such uncouth sentences as they often do.

5. A modification of the fourth method. The pupil, as the teacher gives him permission, rises at his desk, or steps forward so as to face the class; then calling upon some one by name, he dictates a sentence; this is to be repeated and the difficult words in it spelled as before. Children are very generally interested in this exercise, especially when they are directed to introduce into their sentences words pronounced alike, but with different spelling and meaning, as: "He pries into every corner in search of the prize."

6. Choose sides and then continue spelling, either until all the pupils are ranged on one side, or as long as the time will permit.

This method of conducting a spelling exercise, when wisely used, is a very good one, and decidedly so when you wish to have your scholars interested in a long review. The laws which govern the course of proceedings, when sides are chosen, are too well and generally known to be repeated here.

Thus far we have used oral exercises; let them now be wholly or in part written.

7. The method of writing words in a blank book, or on slate or blackboard, as described in a previous article, pages 35 and 36.

8. A different word is given to each child to write on the blackboard. When the teacher, having gone through the class once in this way, putting out words, comes round again to the head of the class, the first pupil spells aloud the word he has written; another is assigned him; the same with the next pupil, and so on. When the class is not very large and the teacher and scholars are all prompt and wide awake, this is a very good method.

Can anything be done to aid children in studying their spelling lessons, so that a given number of words may be learned with the least expenditure of time and effort?

In the most of such lessons, not all the words give to the ordinary pupil much trouble. Suppose that there are twenty-five words in the lesson, and that eighteen only present any difficulty. The seven others are soon learned; now let the attention be given to these eighteen words. On looking at them carefully, you see that in the most of them one syllable alone is difficult; it may be owing to some strange combination of consonants, or of vowels, or to an obscurity in the sound of its vowel, the syllable being unaccented; the rest of the word is easy. Now, the getting of the lesson is reduced to mastering these eighteen syllables, and to that end let the energies be once be directed.

But how are scholars to know which are the words and which the syllables to which special attention is to be given? You are to show them how to find them, and in the following manner:

Suppose that there are in the lesson the words, *conceive*, *belief*, *phonetic*, *anodyne*, and *diaphragm*. After the spelling of each word, put out the difficult syllable in it for the class to pronounce and spell in concert. As from the words above, the syllables that are italicized, *ceive*, *lief*, *pho*, and so forth. In this way your pupils will get into

the way of looking for the hard syllables, and they soon will learn to find them.

The question is often asked, "How many words should be given out for a spelling lesson?" The answer to this will depend very much on the age of the scholars, the words they are spelling, and the mode of hearing the recitation. For children eight years old, of average ability and attainments, who commit their lesson so as to recite without aid from the teacher, eight or ten words in advance are enough, provided that they are not uncommonly easy; such scholars spell twice a day, and should have perfect recitations. When other methods of conducting the exercise are used, twelve words for scholars eight years old; fifteen for those ten years old; twenty for those of twelve years; thirty for those older than twelve.

It will be found, on examination, to be a mistake, to suppose that polysyllabic words present more difficulties to the young speller than monosyllables do. On the contrary, here it is that very many, if not most, of the mistakes are made. Please to look over the following list, and then put them out to your best class in spelling.

Phlegm,	Aisle,	Cyme,	Steak,
Yacht,	Plough,	Rheum,	Rhomb,
Knob,	Gnaw,	Adze,	Corps,
Gnome,	Wrist,	Veil,	Sylph,
Chyle,	Thyme,	Wry,	Scheme,
Gnu,	Ghost,	Hymn,	Chalk,
Sieve,	Psalm,	Schist,	Deign,
Yolk,	Gneiss,	Sleigh,	Buoy,
Neigh,	Czar,	Lien,	Khan,
Yew,	Jamb,	Drachm,	Seine,
Seize,	Pshaw,	Kiln,	Clique,
Myrrh,	Numb,	Rhyme,	Lyre,

Lastly, whenever in any recitation you meet with words that are to be used frequently, let them be spelled in the class, either as they are met with in the course of the exercise, or else put them out from a list made beforehand.

J. K.

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THOSE who lack a good natural character may be sure they can *not long sustain*, without detection, an artificial one.

## TARDINESS.

TARDINESS, with its twin-sister, entire absence, is the crying evil of the town school. In the country, where the old-fashioned rule of Dr. Franklin,

“ Early to bed and early to rise,  
Makes one healthy, wealthy, and wise,”

is still piously practiced, my experience has not met the same cause of complaint. Milton’s “crested cock” rouses the farmer; the busy matron soon spreads the board lucious with coffee, sausage, and mash; the youngsters set about their chores, and arrive at the groves of the academy half an hour before school; for Elisha is anxious to enjoy a game with his fellows, and Lucy a *tete-a-tete* with her bosom friend. In the larger villages and cities the school-house is not, as in the farming districts, the great centre of attraction, the forum of youthful sport and gossip. The streets offer divers objects of diversion, and a fascinating circle of associates not scientifically inclined; and the school-going urchin of clownish propensities seeks to be at his seat just in time if possible to avoid the penalty.

For the majority of the cases of tardiness there is no satisfactory apology. This I affirm without hesitation. Families that foster this evil in their hopefuls are culpable in two respects which are certainly susceptible of remedy: in ignoring the delights of the early morning air, and thus bringing breakfast into dangerous proximity with nine o’clock; in being forgetful, and sending George and Mary on errands in the morning that might as well have been done the evening previous.

These delinquent parents, however, like Radway, are prepared with a “ready relief.” If Michael’s mission to the butcher-shop, or Betsy’s visit to the milliner, encroach on the morning hours of school, the margin of a newspaper, a lead pencil, and a sympathetic maternal hand, soon indite

Mr. Wiggins: pleas excuse ike and obblige

Mis-is partington.

This little item of educational diplomacy is confidently relied upon to repress the master’s rising dissatisfaction—albeit a contempt of the old orthography detracts slightly from the authority of the document. Instances have been known where scholars of advanced culture and



roguery have reciprocated written excuses, and thus taken an initiatory step in the delicate art of forgery.

I have lately adopted the simple expedient of keeping pupils as long after school as they are late in the morning or afternoon,—provided their lateness does not exceed half an hour, as it would then become a painful detention to the teacher. So far the plan has worked admirably. Written excuses, be it understood furnish no escape from this imprisonment, the bearers of these very ambiguous missives receiving like incarceration with their brethren who have less literary guardians. Their restiveness is really amusing. Anxious glances follow the clock until its minute-hand indicates the expiration of their term. Unhappy faces and exclamations betray impatience at the confinement. “Is n’t my time almost up?” “It’s too bad to keep me for being late just five minutes.” “May n’t I go now?”

The loss of a few moments each day soon reaches an aggregate that seems incredible. By some loiterers, in this manner, a whole week is squandered in every term.—*Illinois Teacher.*

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THE TEACHER'S MANNER.—How often we are called upon to deprecate the lack of loving tones and looks in those who are dealing with the young! The following incident teaches the lesson again:

A little girl who had long been kept at Sunday school by the force of her parents' will, suddenly became very much attached to it. Instead of its being her detestation, it became her delight. On being asked the reason of this change in her feelings, she replied:

“I have a new teacher, mother. Since Miss Wilson took our class I take quite a pleasure in my lessons. The first day she taught us I did not know my lesson. But she did not speak cross or scold me, as my other teacher used to do. When I failed to answer my questions, she looked right into my eyes in such a sad way that I almost cried. Since that day I have always had my lessons.”

A cross, crabbed teacher, cold and unfamiliar by nature, however he may be qualified by grace and by intellectual acquirements for teaching God's word to the young, is not in his place before a class of tender hearts yearning for sympathy, and ready to be won by love into the fold. The absence of tender looks, and a pleasant, winning

address, will neutralize a host of other qualifications, and destroy the power of the most learned and convincing presentations of the truth. If the teacher has not this quality by nature, he must seek it by grace, cultivate it by assiduous care, as a most important Christian duty.—*Sunday School Times.*

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## ANCIENT CLASSICS.

At the examination of one of our High Schools, we recently found a class of thirteen who had been studying Latin for nearly two years. They had learned the Grammar, Latin Lessons, the Latin Reader, and a few pages of Cæsar's Commentaries. Most of the class then left school for business, as clerks, farmers, or operatives in a factory. The question arose,—did these years, devoted to a dead language, accomplish the best results in preparing them for the duties of life? To decide this point, it was necessary to ascertain their general attainments. These were found to be limited to the simple English elements, spelling, reading, geography, arithmetic, and grammar. History, botany, natural philosophy, chemistry, and geology, had not been begun.

This case is but one of many similar facts which have fallen under our observation, and which have strengthened our conviction that there ought to be both fewer and better classical scholars in our High Schools. We most highly value the classics, and deem them indispensable to a complete education, and can find no substitute for the Latin and Greek in a *full* course of study. But we question the wisdom of merely beginning Latin and Greek, or even any of the modern languages, when the pupil's circumstances and settled plans contemplate so brief continuance in school that this poor smattering of a new language becomes a substitute for more rudimental and practical learning. This disproportionate study of other languages is due, in part, to the premature ambition of scholars to pursue the higher studies, and to the preference for teaching them rather than the simple rudiments thus displaced, also to the mistaken impression of some teachers that the reputation of their schools depends upon the number of their scholars in the classics.

A little preliminary drudgery over the Latin Grammar and First Lessons, with no such facility in translation, or insight into the forms and philosophy of the language as to make it valuable as a discipline, or suggestive in the study of the English—to be dropped forever when school days end,—will poorly compensate for the neglect of that study of the English language and our unequalled English classics, which would foster a love of literature, healthful and lasting as life. Now the object of common schools is not to finish education, but to lay the foundation for future and higher attainments, to inspire the pupil with such love of learning that even when school days are ended, it will be the aim and pleasure of after-life to complete his education. This great end of school should determine both the studies to be there pursued and the methods of instruction. When school privileges are to be limited, a taste for the natural sciences can be awakened with a reasonable prospect of continuing the study in after-life. An insatiable desire for self-improvement, thus early developed, will ever after seek and find leisure for study in the intervals of the most exhausting labor, or the most engrossing business.—*Mass. Teacher.*

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TEACHERS' SALARIES.—We have another thought to suggest. The salaries of teachers should obviously bear a fair average with those which are paid to such as are engaged in other occupations. So urgent has, of late, been the demand for young men for the army, and for the various occupations connected with the war, that the wages of laborers in the field, in the workshop, and in the counting-room, have been nearly doubled from what they were two or three years ago. These various occupations, being reached in far less time and expense than that of an accomplished teacher, if the pecuniary consideration should remain the same in each, our young men will very naturally be drawn into that employment which they can enter the soonest, and at the least cost. Hence, school-keeping will fall into the back-ground, and a Normal training remain unsought for. Already our Common Schools, and our Institution for preparing competent teachers, are beginning to feel the pressure, in the diminution of candidates, more especially from young men; and unless the compensation of teachers is raised in proportion to what is given to other,

and more permanent vocations, the effect upon our educational system will be most disastrous.—*Report of the Trustees of the R. I. State Normal School.*

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For the Schoolmaster.

**SPELLING.**

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SPELLING should receive more careful attention in our schools. The writer well recollects the old custom of his teachers, which was to omit this exercise till the last few minutes of the day, and then hurry through a long class of perhaps twenty, giving one word apiece, thus testing each pupil upon only *one* or perhaps two words of a long lesson, and often would it happen that each one would *know* which word would come to him on account of the *invariable* method which was sometimes adopted in giving out the words. Much improvement has been made and much more will be made, but still the subject does not receive that attention which its importance demands. The pupils often fail to become interested, and a carelessness creeps into the exercise, both teacher and scholar sometimes feeling that it is something which they must “go through with” and trust to the fates for the fruit.

It is no less true in regard to this study than of any other, that something must be done to excite an interest. Human nature is such that it seeks that which imparts the greatest pleasure, and if the teacher can invent some remedy by which he can throw around the exercise at hand, a charm which shall hold the attention of the pupils, he has accomplished one great end.

The two methods are oral and written. The former must be adopted for young pupils, and the inventive faculties must be exercised to devise some method by which to make it interesting.

We presume a majority of our teachers permit their pupils to try twice, according to the custom of our fathers, but this, we think, is not the true way. If a scholar *knows* how to spell a word correctly, he ought to do it by trying once, and if he does not spell correctly the first time, it should be taken for granted that he does not know how.

It will secure the attention of the others if they are required to raise a hand when a word is spelled wrong, though those who do *not* know how to spell the word *may* raise a hand on seeing others, who *do* know, raise theirs, so there is an objection to this, but it has a tendency to keep the class on the watch.

Sometimes a class, for a time, will be interested in hearing words given out in regular order and no notice be taken, by the teacher, of errors, but let each pupil be on guard for errors, and instead of spelling the word given, spell the one "missed" and take a position accordingly, nearer the "head" of the class. There are objections to promotions in classes, but the teacher must remember that "variety is the spice of life," and conduct accordingly in the school-room.

If the class is somewhat large, the teacher can commence at one end with the first word, and at the other end with the second, and so continue alternately, having two heads to the class, bringing the poorer scholars into the *centre* instead of the *foot*.

The old method of "choosing sides" is not to be wholly discarded. We well recollect the interest created by this method when we came together in the evening and many from neighboring districts came to witness the contest. True, *some one* must be chosen *last*, but in the daily school routine this feeling of being left till the last may be prevented by letting the teacher divide the class, and if one side is much superior to the other, he may transfer till nearly equal.

The teacher should pronounce the words in a plain, correct manner, not giving undue accent or incorrect sounds to any vowel of a syllable in order to make them spell correctly.

It will secure attention, too, to call upon the members of the class promiscuously, the word being given out before one is called upon.

Sometimes it is well to let the whole class pronounce every word given out and then have the word spelled by some one.

Spelling in concert should be practiced sparingly, and in fact, reciting thus in any study, for it shields the idle and permits them to pass along too easily for their own good. Some method, too, should be devised by which the standing in scholarship of each pupil may be reported to the parents, for with many this will incite action and aid much in securing the desired result.

The methods of conducting written exercises must be deferred for another article.

## CURIOUS CALCULATIONS.

THE simple interest of *one cent*, at six per cent. per annum, from the commencement of the Christian era to the close of the year 1863, would be but the trifling sum of eleven dollars, seventeen cents and eight mills; but if the same principal, at the same rate and time, had been allowed to accumulate at compound interest, it would require the enormous number of 84,840 billions of globes of solid gold, each equal to the earth in magnitude, to pay the interest; and if the sum were equally divided among the inhabitants of the earth—now estimated to be one thousand millions—every man, woman and child would receive 84,840 golden worlds for an inheritance. Were all these globes placed side by side in a direct line, it would take lightning itself, that can girdle the earth in the wink of an eye, 73,000 years to travel from end to end. And if a Parrott gun were discharged at one extremity while a man was stationed at the other—light travelling 192,000 miles in a second, the initial velocity of a cannon ball being about 1500 feet per second, and in this case supposed to continue at the same rate, and sound moving through the atmosphere 1120 feet in a second—he would see the flash after waiting 110,000 years; the ball would reach him in 74,000,000,000 of years; but he would not hear the report till the end of one thousand million of centuries.

Again, if all these masses of gold were fused into one prodigious ball, having the sun for its centre, it would reach out into space, in all directions, one thousand seven hundred and thirty-two millions of miles, almost reaching the orbit of Hershel or Uranus; and if the interest were continued till the end of the present century, it would entirely fill up the solar system, and even encroach five hundred millions of miles on the domains of the void beyond the planet Neptune, whose orbit, at the distance of two thousand eight hundred and fifty millions of miles from the sun, encircles our whole system of worlds.

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LANGUAGE OF INSECTS.—A most singular discovery, the credit of which appertains, we believe, to Mr. Jesse, is that of the antennal language of insects. Bees and other insects are provided, as everybody knows, with feelers or antennæ. These are, in fact, most

delicate organs of touch, warning of dangers, and serving the animal to hold a sort of conversation with each other, and to communicate their desires and wants. A strong hive of bees will contain thirty-six thousand workers. Each of these, in order to be assured of the presence of their queen, touches her every day with its antennæ. Should the queen die, or be removed, the whole colony disperse themselves, and are seen in the hive no more, perishing every one, and quitting all the store of now useless honey which they had labored so industriously to collect for the use of themselves and the larvæ. On the contrary, should the queen be put into a small wire cage placed at the bottom of the hive, so that her subjects can touch and feed her, they are contented, and the business of the hive proceeds as usual.

Mr. Jesse has also shown that this antennal power of communication is not confined to bees. Wasps and ants, and probably other insects, exercise it. If a caterpillar is placed near an ant's nest, a curious scene will often arise. A solitary ant will perhaps discover it, and eagerly attempt to draw it away. Not being able to accomplish this, it will go up to another ant, and, by means of the antennal language, bring it to the caterpillar. Still, these two, perhaps, are unable to perform the task of moving it. They will separate and bring up reinforcements of the community by the same means, till a sufficient number are collected to enable them to drag the caterpillar to their nest.—*Once a Week*.

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A beautiful oriental proverb runs thus : “ With time and patience, the mulberry leaf becomes satin.” How encouraging is this lesson to the impatient and desponding ! And what difficulty is there that a man should quail at, when a worm can accomplish so much from a mulberry leaf ?

MANY a true heart that would have come back like a dove to the ark, after its first transgression, has been frightened beyond recall by the savage charity of an unforgiving spirit.

THE slothful man is a burden to himself ; his hours hang heavily on his hands ; he loiters about, and knoweth not what to do.

## DEPARTMENT OF NATURAL SCIENCE.

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For the Schoolmaster.OUR SQUIRREL STAFFIE.

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ONE day in the summer of 1862, some men in Stafford, Ct., were engaged in felling trees for wood. As one tree crashed down a gray squirrel rushed out from among the boughs, and disappeared in a hollow log close by. Such an opportunity for his capture could not pass unimproved; so one of the men took off his boot and applied it at one end of the log, while his companion rattled and poked at the other. Poor Gray fled precipitately from what seemed to be the most dangerous place, and was instantly a secure prisoner in the boot. A school teacher, who was spending part of his summer vacation near by, purchased him, thinking that as *gray* squirrels were becoming rather rare, he would be a new sight to many of his pupils.

One morning the squirrel was nailed up in a rough cage, and after a journey of several hours, arrived safely at his master's residence. An old parrot cage was fitted up for his abode, and answered the purpose admirably. It was a rather difficult task to transfer him to his new home. During the process he managed to escape for a few moments and showed his agility to great advantage in leaping about the room. He was finally induced to enter his new house, and received the name Staffie, from that of the town where he was captured. He proved to be an old, male squirrel of large size, and had probably been an honored patriarch in his native woods. The length of his body is about ten inches; his bushy tail was originally somewhat longer than his body; his large black eyes have a bright and lively expression, and his color is reddish gray above and white below.

Although an old squirrel, he soon became so tame as to take his food readily from the hand, and, altogether, he became a very interesting pet during the winter and following spring.

Near the beginning of summer a large hook was driven outside the kitchen window, on which Staffie's cage was hung during the warm summer days, that he might breathe the out-door air. Although he had become very tame and seemed perfectly contented in his cage, still on being permitted to again view the beauties of the outer world, he probably desired to regain his long-lost liberty. For hours he would stay in the upper part of his cage, looking wistfully through the wires, and occasionally gnawing them. Thinking him hungry, we offered him food, which he often refused. One day the cage door was carelessly left open. A little while after it was found that he had decamped. We thought that we had seen our last of Staffie, but his bushy tail was soon seen following him up an apple tree in the upper part of the garden. Fortunately, most of the limbs of the tree had been sawed off a short distance from the trunk, so that he was soon re-captured by the hand of his master. For some time he lay in his cage, apparently meditating on what had happened.

A few weeks after, while his cage was being cleaned, he again suddenly darted out, and scampered through the garden. On reaching the garden fence, he scrambled over it, ran on the sidewalk a little way, and then came back again. He now began jumping and running among the trees, but at last stopped on a large spruce.



The family was called to the chase. But master Staffie had no idea of being caught, and accordingly made quite a exhibition of his scansorial powers among the trees of the garden. At last, just before school time, we lost the track, and had to give it up. About one o'clock he was seen by a neighbor who was passing, upon the top of a post in the garden fence. Nothing more was heard of him till the evening, when he was seen on the top of a box erected for the blue-birds, in an apple-tree. We again gave chase, but after some time lost sight of him, and gave up the pursuit. The next morning a piece of his tail was found just outside the gate. The half-wild cats that infest the garden were mentioned with ominous suspicions, and we gave up all hope of ever seeing Staffie.

But Staffie was seen a day or two after, running about the neighborhood and appearing much at his ease. It was decided, as it now seemed almost useless to try to catch him, that we would not frighten him by making the attempt, but that we would let him have free range of the garden. We saw him often every day for several days in succession. He chose for his habitation a box put upon the trellis, for the convenience of the blue-birds, which had for some time been empty. He seemed to enjoy his liberty greatly.

There was a schooner at the wharf laden with coal, and its contents were being transferred to a coal-yard near by. One morning the laborers employed there were astonished by the appearance of Staffie. A general hue and cry was raised, at which Staffie ran up the mast until he reached the top. A fine view of Warren was presented to him, but he did not stop to enjoy it. He immediately commenced a hasty descent, but when about half way down he gave a frantic leap, and was received by the cold waters below. Staffie rapidly swam to the wharf, and hid himself in a damp crevice, frequented more by half-starved rats than by gray squirrels. It is not known what were his meditations in this situation, but they could not have been very pleasant. He may have drawn gloomy comparisons between even the thralldom of his cage, with friends around and plenty to eat, and his present situation, without a morsel, and with cold salt water below, and all sorts of terrible noises above. In the afternoon, however, he was seen running nimbly around a large pear tree.

After a while he was induced to go into his cage to procure food. This habit was made the means of his capture. While he was upon one occasion searching for food, the door was stealthily closed. Staffie's vexation was at first unbounded, but he soon took it more calmly. He still occupies the old parrot cage as his home, and has become so much attached to it as to return to it at the least alarm when allowed the liberty of the room. He readily distinguishes between the members of the family and strangers, and recognizes the voice of his master so readily as to start, on hearing it, from apparent slumber which was undisturbed by the voices of others in the room. He makes imperative demands for food when hungry, and when he desires one kind contemptuously refuses all others. He is in excellent condition, is quite fond of being caressed while lying in his cage, and will frequently play with the hand, biting and scratching gently in the manner of a kitten. Altogether he is a very interesting pet; and should the fountains of tears in the family of which he is a member not be dried up on the occasion of his final departure, there will be no need of the pathetic exhortation of Anthony at Cæsar's funeral.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

### ARITHMETIC.

1. A merchant sold his goods at a gain of 20 per cent.; the gain was what per cent. of the sum received?
2. John sold his goods to William at a profit of 15 per cent., William sold them to James at a discount of 2 per cent., James sold them to Thomas at an advance of 25 per cent., and Thomas sold them to Charles at a gain of 10 per cent. The sum received by Thomas was what per cent. of the original cost of the goods?
3. Two-eighths of the sum received for goods is gain; what is the gain per cent.?
4. I bought goods at 111 1-9 per cent. of their real worth and sold them for 111 1-9 per cent. less than their real worth. What was the loss per cent.?
5. A merchant sold his goods at a loss of  $12\frac{1}{2}$  per cent., he invested the sum received in goods which he sold at an advance of  $16\frac{2}{3}$  per cent., and put the money on interest for 1 year 8 months at the rate of  $7\frac{1}{2}$  per cent. per annum. The amount was what per cent. of the cost of the first lot of goods?
6. Two-sevenths of the sum received for goods is loss; what is the loss per cent.?
7. A merchant sold his goods at a profit of 20 per cent., investing the proceeds in goods which he sold at an advance of 25 per cent. on 5 months' credit. What was his gain per cent., the *true* discount considered?
8. What must I ask for goods that I may fall 5 per cent. from the asking price and lose but 4 per cent. of their cost?
9. If 8 per cent. of quantity A equals 25 per cent. of quantity B, what per cent. of quantity B would 40 per cent. of a quantity three times as large as quantity A equal?
10. I sold 2-9 my goods at a profit of 8 per cent., 1-6 of them at a loss of 10 per cent., 1-9 of them at a loss of 20 per cent., and  $\frac{1}{2}$  of them at an advance of 15 per cent. For what per cent. of the cost must the remainder be sold to make a gain of 20 per cent. on the whole?

### GEOGRAPHY.—AMERICA AND EUROPE.

- I.—1. Name the oceans that border upon America and Europe. 2. Name 10 seas of Europe. 3. Name ten bodies of water by which the Atlantic articulates with America.
- II.—1. Name ten mountain chains of Europe. 2. Name twelve mountain chains of America. 3. Name the culminating point in the surface of North America. 4. Of South America. 5. Of Europe. 6. Of the Alleghany System. 7. Of Great Britain. 8. Of New England. 9. Of Massachusetts. 10. Of the Alps. 11. Name ten other mountain peaks. 12. Name five volcanoes.
- III.—1. Name twelve peninsulas of Europe and America, and state by what waters each is washed. 2. Give the latitude and longitude of North America. 3. Of South America. 4. Of Europe.

IV.—1. Bound the Gulf of Mexico. 2. What waters must be sailed upon to circumnavigate Long Island? 3. Cuba? 4. New Foundland? 5. Iceland? 6. Vancouver's Island? 7. The British Isle? 8. Bound the Mediterranean Sea on the north. 9. Bound the Arctic Ocean. 10. Bound the North Sea. 11. Bound the North Temperate Zone.

V.—1. Name twenty lakes of America. 2. Five lakes of Europe. 3. Define the difference between a bay and a gulf. 4. Between a bay and a lake. 5. Of what use are bays? 6. Of what use is the ocean?

VI.—1. Name twenty rivers of Europe that empty into seas, designating the sea into which they flow. 2. Name six rivers of America that empty directly into the ocean. 3. Twelve that enter the ocean through gulfs. 4. Twelve that reach the ocean through bays, (name no tributary rivers.) 5. Five that empty into sounds. 6. The large rivers have their sources in what parts of a country? 6. The swiftness of a river current depends upon what? 8. The course of the rivers determines what? 9. Of what use are rivers?

VII.—1. Name the waters upon the border of New Grenada. 2. Of Michigan. 3. Of Spain. 4. Of New York. 5. Of Russia. 6. Of France. 7. Of New Brunswick. 8. Of the Scandinavian Peninsula.

VIII.—1. Name ten islands near the coast of North America. 2. Five near the coast of South America. 3. Ten in the waters around Europe. 4. Name fifteen capes along the American coast. 5. Five capes in Europe.

IX.—1. Trace a drop of water from Lake Superior to the ocean by its natural course. 2. Trace the water route from St. Petersburg to the mouth of the Don river. 3. A board drifted from Pittsburg to the Mississippi river, where it was attached to a steamboat and floated to St. Paul's; it passed the mouths of what rivers? 4. A pigeon flew from Providence to Chicago; (5,) thence to St. Louis; (6,) thence to Mobile; (7,) thence to Charleston; (8,) thence to Cincinnati; (9,) thence to New York; (10,) thence to London; (11,) thence to St. Petersburg; (12,) thence to Constantinople, and (13) thence to Rome;—state the direction of each journey.

X.—1. Name five features of resemblance between North America and South America. 2. Five features of difference. 3. Name five analagous features between Europe and North America. 4. Five features of difference.

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## RESIDENT EDITORS' DEPARTMENT.

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### RHODE ISLAND INSTITUTE OF INSTRUCTION.

CENTREVILLE, Jan. 16, 1864.

The R. I. Institute of Instruction assembled at Centreville, agreeably to appointment, at 10 o'clock, A. M.

The meeting was called to order by D. R. Adams, Esq., of River Point, one of the Vice Presidents, who, having other engagements, called upon Hon. H. Rousmaniere, former School Commissioner, to preside, and Ira O. Seamans, Esq., of Phenix, was

appointed Secretary *pro tem*. Mr. Rousmaniere took the chair, and after a few appropriate remarks, called on the Rev. Mr. Husted, of Centreville, to offer prayer.

The choir, led by Mr. Adams, then favored the audience with a song.

The question, "How do the Schools of Rhode Island of the present day compare with those of twenty years ago?" was presented as a theme for discussion.

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Rev. Mr. Husted spoke of the memories of his school days, and his short experience as a teacher, and was glad to learn from the last speaker that the school system and the schools of the State have improved as much as they have.

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Mr. E. M. Stone objected to the rate-bill system, and thought the schools ought to be maintained by taxation on property.

Mr. B. W. Matteson of Warwick, compared the school houses, and spoke of their marked improvement in twenty years.

The Institute adjourned to 2 o'clock.

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At 2 o'clock the Institute was called to order by Mr. Rousmaniere.

The Choir sung a song entitled, "Music is a blessing," and the question, "How far ought music to be taught in our schools?" was then taken up.

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# RESIDENT EDITORS' DEPARTMENT.

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The Institute adjourned to 7 o'clock.

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At 7 o'clock the Institute was called to order by the President.  
After music by the Choir, the President introduced Dr. J. B. Chapin, Commissioner  
of Public Schools, who delivered a lecture on the "Obstacles in the way of suc-  
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Dr. Wood gave an illustration of Drs. Trine & Wood's free gymnastics.  
Adjourned to 9½ o'clock, Saturday morning.

## SATURDAY MORNING, Jan. 16, 9½ o'clock.

President in the chair. A cheerful and lively song greeted the assembled teachers  
and friends of education. The attendance was unusually large for the morning  
exercises.

Reports were received from many schools in various parts of the County and  
State, among which were Kent, of Phenix; Berry, of Centreville; Gallup, of Cov-  
entry; Bates, of Coventry; Manchester, of Providence; Edwards, of East Green-  
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The reports were very interesting, and at times elicited much applause.

The reports were suspended to give place to a lecture by A. J. Manchester, Esq.,  
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the effort here made cannot appear more generally in the public press.

Adjourned at 12 until 2 o'clock.

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The meeting opened by singing the Tyrolese Song by the well-trained Choir of D.  
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The President alluded to the memorial of the lamented Dana P. Colburn by Rev.  
Daniel Goodwin, some copies of which were taken.

Remarks were made by Mr. Mowry. He set forth the great value of the services  
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Mr. Austin, of Providence, followed Mr. Mowry in a similar strain of eulogy for  
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The regular question of the afternoon was opened by the President, who maintained that the two greatest hindrances to the success of our schools is a want of the knowledge of human nature, and coöperation of parents and friends of education.

Mr. Spaluding, of Natic, related his experience, which sustained the views of the President.

Mr. Rousmaniere thought that one great and serious obstacle is the appointment of inefficient trustees and committees.

Mr. Wm. A. Mowry, of Providence, spoke somewhat at length. He urged a greater interest on the part of the citizen. Every one should be willing to pay a tax for public schools, whether they have children or not. The value of property must increase just in the ratio of the improvement of the schools.

The Committee on Resolutions offered the following :

*Resolved*, That our hearty thanks are due, and are hereby tendered

To the Methodist Church for the use of their vestry ;

To J. J. Ladd, Esq., President of the Institute, for the able and interesting manner in which he has presided over the exercises ; also to the Hon. H. Rousmaniere for his efficient aid ;

To Dr. J. B. Chapin, Commissioner of Public Schools, and A. J. Manchester, Esq., for their able and instructive lectures ; and to Dr. Wood, for illustrations in his new and valuable *Gymnastica* :

To Mr. Adams and his Choir, for their inspiring and soul-stirring music ; and

To the citizens of Centreville and vicinity, for the very generous and hospitable manner in which they have entertained the members of the Institute during its present session.

*Whereas* it has pleased the Disposer of events to remove from our midst Edward E. Eldridge, an earnest fellow-teacher—*Resolved*, That, while deploring his loss, we bow with resignation to this dispensation of Providence, believing that he has gone from his labor to the faithful teacher's reward.

The Institute, after a crowded and unusually enthusiastic attendance, sang *America* and adjourned.

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CHANGES IN THE FACULTY OF BROWN UNIVERSITY.—Prof. William Gammell has resigned the Chair of History in Brown University, and Rev. J. Lewis Diman, of Brookline, Mass., has been elected his successor.

Prof. George I. Chace has resigned the Chair of Chemistry and Physiology, but retains that of Geology and Physical Geography.

Prof. N. P. Hill, who has been Professor of Chemistry applied to the Arts, succeeds to the Chair of Chemistry and Physiology, and Mr. John Pierce, of this city, a graduate in the class of 1856, is appointed Professor of Analytical Chemistry.—*Providence Press*.

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We have received a prospectus which sets forth the plan and contents of a *Memoir of the Life, Times and Correspondence of the Rev. James Murray, D. D.*, first President of Brown University, comprising the annals of the College from its commencement to the close of the year 1791. To which is added a brief History of the University down to the present time. Reuben A. Guild, A. M., the author, has had abundant facilities for such a work, and we bespeak for it a cordial reception.

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A. W. Godding, Esq. has resigned as Master of the Arnold Street Grammar School, Providence. Insufficient salary is the only reason. We regret that our city is to be deprived of so efficient a teacher for such a lamentable reason.

# ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

PROVIDENCE, Friday, Jan. 29.

The Institute convened for its annual meeting in the Mathewson Street Episcopal Church this morning at 10 o'clock, the President, John J. Ladd, in the chair.

Devotional exercises were conducted by the Rev. J. H. McCarty, who delivered an introductory address welcoming the teachers to the church, the city, and the hospitalities of our citizens, and enlarging on the magnitude and importance of the teacher's work.

At 11 o'clock the Institute listened with great pleasure and profit to a lecture from Joshua Kendall, A. M. Subject — "Morning Glories." At the close of the lecture, Hon. J. B. Chapin, made some pleasant remarks, suggested by the topics discussed by Mr. Kendall. He also announced that a quantity of flower seeds and bulbs, contributed by the Rhode Island Domestic Industry Society, for floriculture among the children of the State, had been placed in his hands, and were ready to be conveyed to the teachers, to be by them distributed among the scholars at their option.

AFTERNOON SESSION.—The Secretary's Report was presented and adopted. During the year there had been held six special sessions of the Institute, viz.: at Ashaway, Kingston, River Point, Westerly, North Scituate, and Centerville.

At 2½ o'clock, an informal lecture on the theory and practice of "Object Teaching" was given by I. F. Cady, A. M. This exercise was a most interesting and profitable one.

At 3½ o'clock, an address was given by Rev. B. Sears, D. D., upon "The Study of History."

At 4½ o'clock, "The Relations of the Scholar to the Rebellion," by J. T. Edwards.

EVENING.—Lecture by Hon. John D. Philbrick, of Boston. Subject — "Self-Education." It was highly eloquent and instructive.

SECOND DAY, SATURDAY MORNING, Jan. 30.

At 9½ o'clock, the Institute listened to a lecture upon Physical Geography by Prof. Sanborn Tenney, of Massachusetts.

The report of the Committee on Nominations was presented by Mr. Tefft, recommending the following gentlemen as candidates for the offices named:

*President*—John J. Ladd.

*Vice Presidents*—William A. Mowry, Joshua Kendall, I. F. Cady, A. A. Gamwell, Samuel Austin, Rev. George A. Willard, Rev. John Boyden, John H. Tefft, D. R. Adams, B. V. Gallup, J. M. Ross, Rev. B. F. Hayes.

*Recording Secretary*—A. C. Robbins.

Mr. Ladd, in a speech, declined a reelection.

Upon motion of Mr. D. R. Adams, the name of Mr. William A. Mowry was substituted for that of Mr. Ladd. The report of the Nominating Committee was then adopted, and the persons named therein elected by *viva voce* vote.

At 10 o'clock an interesting lecture was delivered by T. H. Bicknell, A. M., of Bristol, upon "The Relations of Parents to the School."

AFTERNOON.—Mr. N. W. DeMunn presented a report upon the history and conduct during the year of THE R. I. SCHOOLMASTER. Messrs. J. J. Ladd and N. W. DeMunn were reappointed Resident Editors. The Contributing Editors of last year were also continued, with the addition of Dr. J. B. Chapin and J. M. Ross.

The Institute adjourned to meet at Woonsocket on the 12th and 13th of February.

RESIDENT EDITORS' DEPARTMENT.

OUR BOOK TABLE.

HILLARD'S NEW SERIES OF READERS.—Hillard's Readers have been before the many years, and their merits have been fully tested and acknowledged. The distinguished author has now entirely revised the series, and retained only of the old as trial in the school-room has proved to possess intrinsic worth. The selections have been made with great care and judgment; most of the before acceptance, having been tested by the most critical teachers and best both public and private schools. We notice many new pieces which are in any other school books, and some which have not been made public. A judicious proportion of prose and verse, and a great variety of style in an absence of those short, detached sentences which have of late been most of our reading books for higher classes, adding little to a book except as of size. The superior literary and elocutionary character of the selection, cannot be too highly praised.

The most distinguishing and valuable characteristics of the series is the addition to the Fifth and Sixth Readers, by Prof. Bailey, of Yale College. The subject of reading is thoroughly and philosophically analyzed. Many of the laws made and rules given are new, and will challenge thought and investigation on the part of the best teachers, but we believe they will bear sound criticism. The laws laid down are so clearly stated that every teacher can comprehend them; and the rules are so practical in the school-room.

Education is so nearly allied to reading, this work will be equally interesting to teachers and those preparing to become such.

Teachers will owe a debt of gratitude to the author and publishers, for bringing their reach so valuable an auxiliary to their work; and we shall congratulate the teacher who is privileged to use these excellent text-books. s.

MR. CORDEN'S DICTIONARY.—In the recent correspondence between Mr. Cordery and the Editor of the *London Times*, the following passage occurs, in one of his letters:

"I will observe in the above passage from my speech taken from your own paper that I use the words, 'I don't want any agrarian outrages by which we might range all this;' and now we must appeal to the tribunal of the lexicographer. You turn to WEBSTER'S (quarto) DICTIONARY, you will find the word 'agrarianism' interpreted on the authority of Burke, as follows:

"Agrarianism, denoting or pertaining to an equal division of lands; as, the laws of Rome, which distributed the conquered and other public lands among all the citizens, limiting the quantity which each might enjoy."

"In the same dictionary, the word 'agrarianism' is given as 'an equal division of lands or property, or the principles of those who favor such a division.' In repudiating the agrarian system, I repudiated in pure and unquestionable accordance with Burke, the principles of those who favor an equal division of lands."

It seems that our English cousins rely upon Webster, as a standard for definition, which no appeal is thought of.

WE have received the Register and Circular of the State Normal School at Salem, for 1863-4, Fall and Winter Term. Alpheus Crosby, A. M., is the Principal, with a worthy corps of assistants. The number of students in attendance at term, 105. This school is an ornament to the old Bay State.



# PROVIDENCE MOVEMENT-CURE, NO. 27 SOUTH MAIN STREET,

J. G. TRINE, M. D., }  
A. L. WOOD, M. D., } Physicians.

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## THE SWEDISH MOVEMENT-CURE

Is a system of Medical Practice by which remedial effects are obtained by an ingenious and scientific application of Motion. The amount and kind of exercise is carefully prescribed, and the manner of its application depends upon the conditions of the cases treated.

The Movements can be so applied as not to fatigue the weakest and most delicate Ladies, while they may be rendered powerful enough for the strongest Men.

The whole end and aim of this system of treatment is to equalize the circulation and give strength and harmony of action to all the bodily functions.

In short, it is a means of emancipating the body from weakness and pain by training the invalid into the full possession of his lost powers.

There is scarcely a Chronic Malady which is not treated with more or less success by the special exercises of the MOVEMENT CURE.

**FOR DEVIATION OF THE SPINE IT IS THE ONLY  
RATIONAL MODE OF TREATMENT.**

**Children with Small, Flabby Muscles, Narrow Chests,  
AND OTHER EVIDENCES OF FEEBLE VITALITY,** will be rapidly and permanently improved.

**LADIES IN DELICATE HEALTH** will find substantial relief in the gentle, but at length thorough exercises of the Movement-Cure.

The Movement-Cure is particularly applicable to cases of

SPINAL CURVATURE,  
DROOPING HEAD AND SHOULDERS,  
STIFF JOINTS,  
PARALYSIS,  
IMPERFECT CIRCULATION OF THE  
BLOOD AND COLDNESS OF THE  
EXTREMITIES,  
SCROFULA,

INCIPIENT CONSUMPTION,  
ASTHMA,  
NERVOUS AFFECTIONS,  
DY-PEPSIA,  
TORPIDITY OF THE LIVER,  
CONSTIPATION,  
HEMORRHOIDS,  
PERIODICAL HEADACHE,

UTERINE DISEASES,

And all Chronic Maladies in which the loss of symmetry and muscular strength are the prominent features.

This Institution, although having been established but a few months, is now in most successful operation, having a larger number of patients than any other institution of the kind in New England.

Any further information will be cheerfully given upon application, either personally or by letter.



## H. W. ELLSWORTH, AUTHOR,

TEACHER OF PENMANSHIP IN THE PUBLIC  
SCHOOLS OF NEW YORK CITY.

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This system is now admitted to be the most EXTENSIVE, PERFECT, and PRACTICAL yet published. It is eminently adapted to meet the wants of Schools and learners of every grade, being the result of extensive practical experience in teaching. It comprises:—

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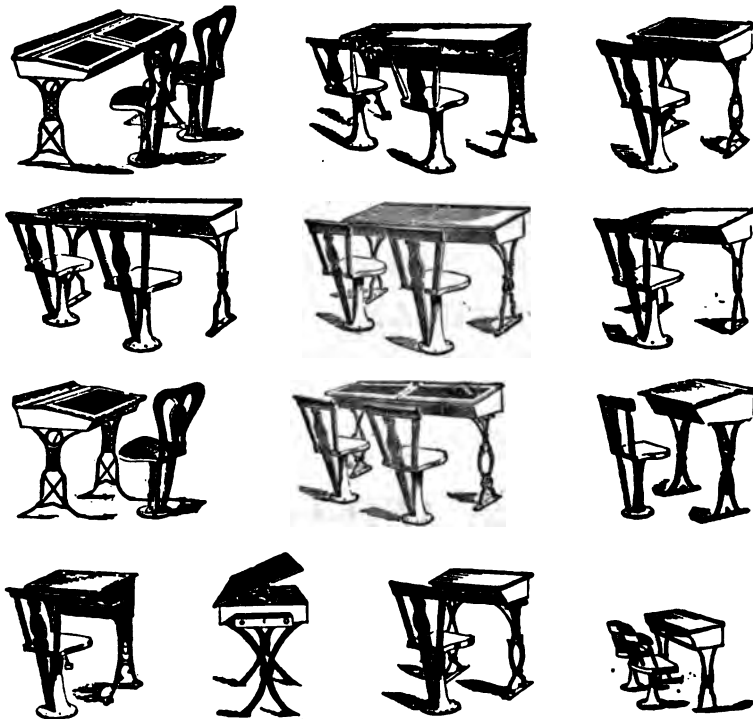
**Ellsworth's Model Writing and Book-Keeping Institute,**

For the preparation of Teachers of Penmanship and Book-Keeping. Employment is guaranteed to all graduates who desire it.

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# ROSS' AMERICAN SCHOOL FURNITURE WORKS, ESTABLISHED 1838.

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(Near the Revere House,) BOSTON, MASS.

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# SCHOLFIELD'S COMMERCIAL COLLEGE,

81 Westminster Street, Providence, R. I.

FOUNDED BY A. G. S., A. D. 1846.

Writing, Book-Keeping, Mathematics, Common English Branches,  
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NAVIGATION, MECHANICAL & PERSPECTIVE DRAWING.

INSTRUCTION ON THE NO-CLASS SYSTEM. Each student receives special instruction.

It is believed that this is the only Commercial School in this country where Book-keeping is TAUGHT WITHOUT THE USE OF TEXT-BOOKS.

## MORE IMPROVEMENTS.

In consequence of the large increase of students at this institution during the last month, and the daily accessions to our numbers from all parts of the country, I have been compelled to extend my accommodations by adding two more rooms and employing another teacher. Having secured two rooms in the adjacent Dyer Building, each 18 by 36 feet, and connected them with our former rooms by a door-way made through the wall, we have now two entrances on Westminster street, and have the most extensive and finest suite of rooms of any Commercial School in New England. We can with our present facilities accommodate three hundred students.

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## FIELD'S Family Medicine STORE,

No. 205 Westminster St., Corner  
of Union Street,

PROVIDENCE, R. I.

At this establishment can be found a complete assortment of Family Medicines, Drugs, Chemicals, Patent Medicines, Perfumery, &c.

All articles sold are warranted of the purest quality, and furnished at the lowest price for which pure articles can be obtained.

Physicians' Prescriptions carefully prepared from the best materials, and everything properly labelled before leaving the store.

Pure Wines and other Liquors for Medicinal Purposes, constantly on hand. Also, Soda and Congress Waters.

A complete assortment of Tooth Brushes, ordered expressly for our retail sales. Hair, Nail, Flesh, Shaving and other Brushes of every Description.

German Cologne by the box or single bottle; also, a fine Cologne of our own make.

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IV.—1. Bound the Gulf of Mexico. 2. What waters must be sailed upon to circumnavigate Long Island? 3. Cuba? 4. New Foundland? 5. Iceland? 6. Vancouver's Island? 7. The British Isle? 8. Bound the Mediterranean Sea on the north. 9. Bound the Arctic Ocean. 10. Bound the North Sea. 11. Bound the North Temperate Zone.

V.—1. Name twenty lakes of America. 2. Five lakes of Europe. 3. Define the difference between a bay and a gulf. 4. Between a bay and a lake. 5. Of what use are bays? 6. Of what use is the ocean?

VI.—1. Name twenty rivers of Europe that empty into seas, designating the sea into which they flow. 2. Name six rivers of America that empty directly into the ocean. 3. Twelve that enter the ocean through gulfs. 4. Twelve that reach the ocean through bays, (name no tributary rivers.) 5. Five that empty into sounds. 6. The large rivers have their sources in what parts of a country? 6. The swiftness of a river current depends upon what? 8. The course of the rivers determines what? 9. Of what use are rivers?

VII.—1. Name the waters upon the border of New Grenada. 2. Of Michigan. 3. Of Spain. 4. Of New York. 5. Of Russia. 6. Of France. 7. Of New Brunswick. 8. Of the Scandinavian Peninsula.

VIII.—1. Name ten islands near the coast of North America. 2. Five near the coast of South America. 3. Ten in the waters around Europe. 4. Name fifteen capes along the American coast. 5. Five capes in Europe.

IX.—1. Trace a drop of water from Lake Superior to the ocean by its natural course. 2. Trace the water route from St. Petersburg to the mouth of the Don river. 3. A board drifted from Pittsburg to the Mississippi river, where it was attached to a steamboat and floated to St. Paul's; it passed the mouths of what rivers? 4. A pigeon flew from Providence to Chicago; (5,) thence to St. Louis; (6,) thence to Mobile; (7,) thence to Charleston; (8,) thence to Cincinnati; (9,) thence to New York; (10,) thence to London; (11,) thence to St. Petersburg; (12,) thence to Constantinople, and (13) thence to Rome;—state the direction of each journey.

X.—1. Name five features of resemblance between North America and South America. 2. Five features of difference. 3. Name five analogous features between Europe and North America. 4. Five features of difference.

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## RESIDENT EDITORS' DEPARTMENT.

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### RHODE ISLAND INSTITUTE OF INSTRUCTION.

CENTREVILLE, Jan. 15, 1864.

The R. I. Institute of Instruction assembled at Centreville, agreeably to appointment, at 10 o'clock, A. M.

The meeting was called to order by D. R. Adams, Esq., of River Point, one of the Vice Presidents, who, having other engagements, called upon Hon. H. Rousmaniere, former School Commissioner, to preside, and Ira O. Seamans, Esq., of Phenix, was

appointed Secretary *pro tem*. Mr. Rousmaniere took the chair, and after a few appropriate remarks, called on the Rev. Mr. Husted, of Centreville, to offer prayer.

The choir, led by Mr. Adams, then favored the audience with a song.

The question, "How do the Schools of Rhode Island of the present day compare with those of twenty years ago?" was presented as a theme for discussion.

Mr. Rousmaniere gave the history of the school laws in Rhode Island, commencing with the unsuccessful effort for improvement in 1800, pointing out the year 1839 as the time the evident improvement in the schools commenced, and the effects of the different laws on their advancement, in a speech of about forty minutes. He spoke particularly of the laws passed in 1843 and 1844, about the time Hon. Henry Barnard was appointed first Commissioner of Public Schools, and of the marked improvements in them under Mr. Barnard, to whom, he said, belonged the credit of establishing our present school system, and commended him highly as a sagacious and self-sacrificing man.

Rev. Mr. Husted spoke of the memories of his school days, and his short experience as a teacher, and was glad to learn from the last speaker that the school system and the schools of the State have improved as much as they have.

Mr. Adams spoke of the old method of teaching arithmetic, when all were required to make cyphering books, and of the new and improved methods by recitation, demonstration, and mental exercises.

Mr. Seamans compared the methods of governing schools twenty years ago with those of the present time, and the improvements in the grading of schools where it could be done, and spoke of his memories as a school boy, and the state of schools now in general, compared with those of that time, and suggested another improvement in the school laws, viz.: requiring all school districts to keep yearly schools, with a small tuition rate bill.

Mr. E. M. Stone objected to the rate-bill system, and thought the schools ought to be maintained by taxation on property.

Mr. B. W. Matteson of Warwick, compared the school houses, and spoke of their marked improvement in twenty years.

The Institute adjourned to 2 o'clock.

#### AFTERNOON SESSION.

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#### SATURDAY MORNING, Jan. 16, 9½ o'clock.

President in the chair. A cheerful and lively song greeted the assembled teachers and friends of education. The attendance was unusually large for the morning exercises.

Reports were received from many schools in various parts of the County and State, among which were Kent, of Phenix; Berry, of Centreville; Gallup, of Coventry; Bates, of Coventry; Manchester, of Providence; Edwards, of East Greenwich; Eastman, of East Greenwich; Teft, of Kingston; Robbins, of Providence. The reports were very interesting, and at times elicited much applause.

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Mr. Spaluding, of Natic, related his experience, which sustained the views of the President.

Mr. Rousmaniere thought that one great and serious obstacle is the appointment of inefficient trustees and committees.

Mr. Wm. A. Mowry, of Providence, spoke somewhat at length. He urged a greater interest on the part of the citizen. Every one should be willing to pay a tax for public schools, whether they have children or not. The value of property must increase just in the ratio of the improvement of the schools.

The Committee on Resolutions offered the following:

*Resolved*, That our hearty thanks are due, and are hereby tendered

To the Methodist Church for the use of their vestry;

To J. J. Ladd, Esq., President of the Institute, for the able and interesting manner in which he has presided over the exercises; also to the Hon. H. Rousmaniere for his efficient aid;

To Dr. J. B. Chapin, Commissioner of Public Schools, and A. J. Manchester, Esq., for their able and instructive lectures; and to Dr. Wood, for illustrations in his new and valuable *Gymnastics*;

To Mr. Adams and his Choir, for their inspiring and soul-stirring music; and

To the citizens of Centreville and vicinity, for the very generous and hospitable manner in which they have entertained the members of the Institute during its present session.

*Whereas* it has pleased the Disposer of events to remove from our midst Edward E. Eldridge, an earnest fellow-teacher—*Resolved*, That, while deploring his loss, we bow with resignation to this dispensation of Providence, believing that he has gone from his labor to the faithful teacher's reward.

The Institute, after a crowded and unusually enthusiastic attendance, sang America and adjourned.

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CHANGES IN THE FACULTY OF BROWN UNIVERSITY.—Prof. William Gammell has resigned the Chair of History in Brown University, and Rev. J. Lewis Diman, of Brookline, Mass., has been elected his successor.

Prof. George I. Chace has resigned the Chair of Chemistry and Physiology, but retains that of Geology and Physical Geography.

Prof. N. P. Hill, who has been Professor of Chemistry applied to the Arts, succeeds to the Chair of Chemistry and Physiology, and Mr. John Pierce, of this city, a graduate in the class of 1856, is appointed Professor of Analytical Chemistry.—*Providence Press*.

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We have received a prospectus which sets forth the plan and contents of a *Memoir of the Life, Times and Correspondence of the Rev. James Murray, D. D.*, first President of Brown University, comprising the annals of the College from its commencement to the close of the year 1791. To which is added a brief History of the University down to the present time. Reuben A. Guild, A. M., the author, has had abundant facilities for such a work, and we bespeak for it a cordial reception.

---

A. W. Godding, Esq. has resigned as Master of the Arnold Street Grammar School, Providence. Insufficient salary is the only reason. We regret that our city is to be deprived of so efficient a teacher for such a lamentable reason.



# ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

PROVIDENCE, Friday, Jan. 29.

The Institute convened for its annual meeting in the Mathewson Street Episcopal Church this morning at 10 o'clock, the President, John J. Ladd, in the chair.

Devotional exercises were conducted by the Rev. J. H. McCarty, who delivered an introductory address welcoming the teachers to the church, the city, and the hospitalities of our citizens, and enlarging on the magnitude and importance of the teacher's work.

At 11 o'clock the Institute listened with great pleasure and profit to a lecture from Joshua Kendall, A. M. Subject — "Morning Glories." At the close of the lecture, Hon. J. B. Chapin, made some pleasant remarks, suggested by the topics discussed by Mr. Kendall. He also announced that a quantity of flower seeds and bulbs, contributed by the Rhode Island Domestic Industry Society, for floriculture among the children of the State, had been placed in his hands, and were ready to be conveyed to the teachers, to be by them distributed among the scholars at their option.

AFTERNOON SESSION.—The Secretary's Report was presented and adopted. During the year there had been held six special sessions of the Institute, viz.: at Ashaway, Kingston, River Point, Westerly, North Scituate, and Centerville.

At 2½ o'clock, an informal lecture on the theory and practice of "Object Teaching" was given by I. F. Cady, A. M. This exercise was a most interesting and profitable one.

At 3½ o'clock, an address was given by Rev. B. Sears, D. D., upon "The Study of History."

At 4½ o'clock, "The Relations of the Scholar to the Rebellion," by J. T. Edwards.

EVENING.—Lecture by Hon. John D. Philbrick, of Boston. Subject — "Self-Education." It was highly eloquent and instructive.

SECOND DAY, SATURDAY MORNING, Jan. 30.

At 9½ o'clock, the Institute listened to a lecture upon Physical Geography by Prof. Sanborn Tenney, of Massachusetts.

The report of the Committee on Nominations was presented by Mr. Tefft, recommending the following gentlemen as candidates for the offices named:

*President*—John J. Ladd.

*Vice Presidents*—William A. Mowry, Joshua Kendall, I. F. Cady, A. A. Gamwell, Samuel Austin, Rev. George A. Willard, Rev. John Boyden, John H. Tefft, D. R. Adams, B. V. Gallup, J. M. Ross, Rev. B. F. Hayes.

*Recording Secretary*—A. C. Robbins.

Mr. Ladd, in a speech, declined a reflection.

Upon motion of Mr. D. R. Adams, the name of Mr. William A. Mowry was substituted for that of Mr. Ladd. The report of the Nominating Committee was then adopted, and the persons named therein elected by *viva voce* vote.

At 10 o'clock an interesting lecture was delivered by T. H. Bicknell, A. M., of Bristol, upon "The Relations of Parents to the School."

AFTERNOON.—Mr. N. W. DeMunn presented a report upon the history and conduct during the year of THE R. I. SCHOOLMASTER. Messrs. J. J. Ladd and N. W. DeMunn were reappointed Resident Editors. The Contributing Editors of last year were also continued, with the addition of Dr. J. B. Chapin and J. M. Ross.

The Institute adjourned to meet at Woonsocket on the 12th and 13th of February.

RESIDENT EDITORS' DEPARTMENT.

OUR BOOK TABLE.

---

HILLARD'S NEW SERIES OF READERS.—Hillard's Readers have been before the public many years, and their merits have been fully tested and acknowledged.

Their distinguished author has now entirely revised the series, and retained only so much of the old as trial in the school-room has proved to possess intrinsic worth. The new selections have been made with great care and judgment; most of the pieces, before acceptance, having been tested by the most critical teachers and best classes in both public and private schools. We notice many new pieces which are not found in any other school books, and some which have not been made public. There is a judicious proportion of prose and verse, and a great variety of style in each; and an absence of those short, detached sentences which have of late been found in most of our reading books for higher classes, adding little to a book except an increase of size. The superior literary and elocutionary character of the selections, we think, cannot be too highly praised.

One of the most distinguishing and valuable characteristics of the series is the Introduction to the Fifth and Sixth Readers, by Prof. Bailey, of Yale College. In it the subject of reading is thoroughly and philosophically analyzed. Many of the statements made and rules given are new, and will challenge thought and investigation on the part of the best teachers, but we believe they will bear sound criticism. The rules laid down are so clearly stated that every teacher can comprehend them and make them practical in the school-room.

As elocution is so nearly allied to reading, this work will be equally interesting to public speakers and those preparing to become such.

Teachers will owe a debt of gratitude to the author and publishers, for bringing within their reach so valuable an auxiliary to their work; and we shall congratulate any teacher who is privileged to use these excellent text-books. s.

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RICHARD CORDEN'S DICTIONARY.—In the recent correspondence between Mr. Cobden and the Editor of the *London Times*, the following passage occurs, in one of Mr. C.'s letters:

"You will observe in the above passage from my speech taken from your own report, that I use the words, 'I don't want any agrarian outrages by which we should change all this;' and now we must appeal to the tribunal of the lexicographer. If you turn to WEBSTER'S (quarto) DICTIONARY, you will find the word 'agrarian' interpreted on the authority of Burke, as follows:

'Relating to lands. Denoting or pertaining to an equal division of lands; as, the agrarian laws of Rome, which distributed the conquered and other public lands equally among all the citizens, limiting the quantity which each might enjoy.'

"Again, in the same dictionary, the word 'agrarianism' is given as 'an equal division of lands or property, or the principles of those who favor such a division.' Thus in repudiating the agrarian system, I repudiated in pure and unquestionable English, according to Burke, the principles of those who favor an equal division of land, etc."

So it seems that our English cousins rely upon Webster, as a standard for definitions, from which no appeal is thought of.

---

We have received the Register and Circular of the State Normal School at Salem, Mass., for 1863-4, Fall and Winter Term. Alpheus Crosby, A. M., is the Principal, assisted by a worthy corps of assistants. The number of students in attendance during the term, 105. This school is an ornament to the old Bay State.

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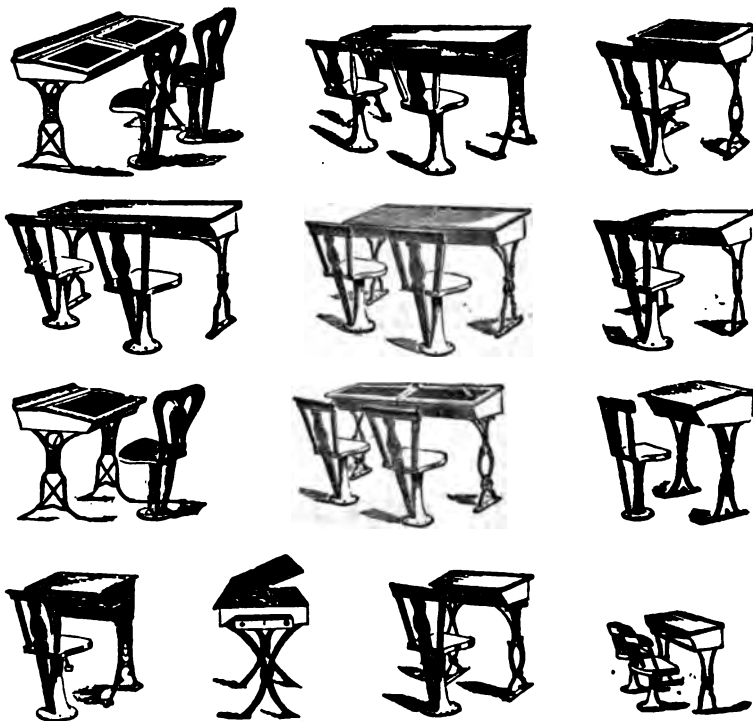
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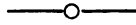
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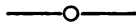
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
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
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THE  
RHODE ISLAND SCHOOLMASTER.  
MARCH, 1864.

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VOLUME TEN.

NUMBER THREE.

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For the Schoolmaster.  
THREE EVILS.

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THERE are three evils to be found in the Public Schools, and not by any means in such schools solely, which, as a parent, I wish my child to shun, and cannot but feel somewhat anxious, so common are they in all places, lest he should contract; I refer to DECEPTION, PROFANITY, and VULGARITY. These vicious habits impair to some extent the absolute utility of all seats of learning, make mothers' hearts tremble, and disappoint fond expectations. There is no need of adducing proof of this statement; every one who has had a school life, who knows what the human heart is, and who has been tempted, will assent to it.

To check these vices lies somewhat in the power of the teacher; for so doing parents shall call down blessings on your head; of virtue and happiness there shall be more on the earth than had you not lived; a pure soul shall rejoice, rather than a corrupt one mourn, at what you did or have left undone. Not to encourage either, to root them out if found, and to prevent them from appearing, should be our purpose.

Example in these matters should precede and give force to precept; the latter may, at times, be a useful addition to the former; alone, it is worse than useless; it is hypocrisy and cant combined.

Has any one ever found teachers in whom all these three could be easily noticed, or one of them to a striking extent? Their record

in this respect is more than fair. Perhaps, with their attention too exclusively directed to the wit or joke accompanying it, they at times err, in telling a story, in the third of these items. Would that such would change !

Very conscientious teachers in one way though, practically promote deception,—by their use of the self-reporting system. This is a dangerous resource for any but those teachers who are very careful from principle, constitution or habit, and in schools whose moral tone is quite high ; it is wicked for all others to attempt to use it ; and when such advocate its use, because it developes in the pupils a sense of personal responsibility, the devil surely grins, and I look round to catch a glimpse of his malicious leer.

Just consider the matter. You fire the ambition of children for high marks, perhaps for rank also. Certain minds feel the spur of ambition as easily as they would the prick of a needle. Their marks depend on deportment, recitations and punctuality. Who is to decide what marks they shall have ? A cool, impartial judge, unconcerned, having no interest in the result, not tempted ? Just the opposite to all this. The child thinks he punishes himself by reporting truthfully his mistakes in recitations and his errors in deportment ; he does this not half so much though, then, as when he lies by consciously falsifying in his reports. Now, can you make him feel this, fully ? There all the matter lies, as in a nutshell. The moral sense must be quickened and kept alive, if you use this system, else its results will be direful. So, also, will they be, if the teacher is not careful to note the conduct and recitations of his pupils through the day, to see if any are just beginning to fall from their integrity.

It is sometimes said that if a man is to be a villain, he will be one, whether or not ; if you lock your doors and fasten your windows, it makes no difference ; there are other ways than through these by which thieves enter houses. The remark may be true when applied to deliberate villains ; but is it not true, also, that many a thief is made by an inward weakness added to a tempting opportunity ? Money lies about carelessly ; a basket of apples is left exposed ; and there is one more thief. Careless teacher, is not he who heedlessly multiplies temptations, to blame ?

Under the most favorable circumstances, then, for the pupils to make their reports to be compared with the teacher's, may be commended as an exercise for the pupil's judgment, conscience and will.

Deception destroys confidence, breeds mistrust ; it is, in short, the most disintegrating of vices. Profanity shocks us, jars with our reverence, and is averse to our tastes ; it is characteristic of teamsters, and is not, in short, a fashionable folly ; but vulgarity, in its viler and ranker forms, is the worst of the three ; it is rottenness and corruption itself, and slants straight down into the abyss. With profanity, it should be held in check by the teacher by all the forces of reproof and persuasion, punishment and entreaty at his command.

Some people get into a careless habit, and use oaths almost without knowing what they do. Others are profane only when in anger. The first need to have their attention directed to their fault ; the second to learn to control their rage. With the one set, oaths are careless words ; with the other, an outburst of passion.

If there is any one thing that fully justifies the expulsion of children from school, it is the habitual use of profane and indecent language among boys and girls carefully brought up and comparatively pure. There should be little hesitation in such cases. Such evils spread rapidly, and are not easily eradicated. The good of ninety-nine demands that the hundredth should be set aside,—not to be abandoned as a castaway, but to be educated in a different school ; love, tender love, too, should be the motive that shall prompt us to guard the one and cure the other.

The eyes and ears of a faithful and wise teacher are ever open, for what is good and what is bad in the conduct and conversation of her pupils. She passes round among them when out of the school-room, speaking pleasantly to this one, checking that, and commending a third. She considers her children under her charge at recess as much as when within the room ; for it is then that she fears naughty words ; when inside, deception.

Beware of bad boys who lurk around school houses, congregating there at the hours of recess and dismissal. Three of such are in my mind's eye now, as I saw them not long ago. One was basking lazily in the sun on the steps of a church near the school-house, his head resting on his elbow ; his cap was pulled down over his eyes, which he turned up to me with a stupid stare as I approached the place where he was waiting ; it was ten minutes of twelve. A second was standing not far off, his hands in his pockets, except when he released them to pick up a stick or a stone to be jerked away. A third one was wheeling languidly about a stone post, occasionally

stopping to address a word to his confreres. As I drew near, one sneaked away back of the church; one soon started off on the run, and the other slipped past me with a shout to his fast disappearing companions. Why did they feel ashamed and look guilty? I had not said anything to them, and probably should not have spoken to them; yet like some crows you may have seen, who, lured by the scent of an unburied carcass, have settled on the trees and fences near by, they fled away like evil spirits at my approach and were soon out of sight. Look out for them.

J. K.

---

"INTO THE LION'S MOUTH."

---

[THE above is the title of a chapter in "*Color Guard*," perhaps the most readable and valuable book called forth by the war,—the following is a specimen of the book, culled from this chapter:]

The Fifty-second had stopped for its dinner last Saturday noon. I lay, as I have written it, on my side, pencil in hand; then I snoozed; then I looked across the furrows, through the sweet, sunny blossom-scented airs, to the long line of the Ninety-first, their color exactly opposite ours. Half a dozen pigs ran down between the regiments; a gauntlet, I believe, not one survived; and before night they were eaten with much gusto; for, during our stay at Baton Rouge, we have very rarely tasted fresh meat.

Boom, boom!—big guns from the river. We can hear, too, the cough of high-pressure transport steamers, and know now that the fleet are, at least, as near old Port Hudson as we are; and we are only four or five miles away. At length, "Fall in, men, at once!" An aide has come galloping up to the colonel, who is on horseback in a moment. "We shall probably have sharp work before we come back." "Keep cool, and do not waste your fire." So Capt. Morgan and the rest gave such caution to their men as is needful on the eve of battle. "Leave knapsacks here; the footsore men will guard them,"—poor Hines, and the like of him, whose feet these real secesh roads have beaten and bruised with true rebel violence.

How do we feel? We are going out to meet the enemy, we all fully believe, and so do our officers: and even staff officers of the General, who are friendly to us, look pityingly after, as we march on; for they know, though *we* do not, that we are pushed up in front of the whole army, into close range of the cannon upon the fortress walls. The Fifty-second is cool, and yet eager; and not a man that can limp at all, wants to stay. For the last thing, "Load!" Open cartridge-box; tear the tough paper from the powder and—there it goes down the barrel; and now the ball; half-cock, then cap the cone, and all is done. If I have to fire, it will be for the cause. Scruples now, are mere squeamishness. Now, "By the right flank, forward!" Hardiker carries the white State flag, the tall sergeant, the Stars and Stripes. Old flag, you are woven of no ordinary stuff! Rank and file and shoulder-straps, is a sacred thing! It has for a warp, liberty; and for a woof, constitutional order; and is dyed deep in tints of love and justice. Between Hardiker and the sergeant marches Wilson—a fine-looking corporal, with a military face, eye, and figure; mustached, bearded, eager—such a face as I have seen in Horace Vernet's battle-pieces. A good marksman, too, is Wilson; for many years the terror of squirrels in the woods of E—. Prince and Claypole cover Hardiker and Wilson; while I march behind, right in the folds of the great flag. Alongside, in the line of file-closers, go West, and lisping, light-haired Wiebel, the German; and, last, the ever sage, serene, and satisfactory Bias Dickinson.

\* \* \* \* \*

So we go out of the field into the road, in the centre of the long column, with banners waving, and, I hope, the true light of battle upon our faces—soldiers in a noble cause—farmer and mechanic, merchant and preacher, shoulder to shoulder. "Boom!" go the far-away guns. We are moving rapidly to the front: so the other regiments and the stout battery-men and the yellow cavalry-men give way for us, cheering us on. Down a cross-road towards the river, a sweet south wind shaking white cloud-favors out of every window in heaven at us; the sun smiling God-speed, and the lady rose-bushes, from fence-corners like balconies, showing their blossom-handkerchiefs.

\* \* \* \* \*

Cautiously, boys! A few steps, and we stumble over the handsome horse of the wounded colonel, dead in the middle of the road, with eight bullets through him. There, too, is the bloody boot of

his rider, hastily cut off after the wounding was accomplished. A company are detailed as flankers; and, as they go through the wood a few rods distant from the road, they hear the groans of other wounded men. They cannot go to them; for to stop would be to expose the whole flank of the column to danger.

Now we pass other dead horses belonging to cavalry-men, which were shot in the road by the retreating Rebel pickets. At length we reach a fork where is a regiment drawn up, and Gen. Grover sitting on horseback with his staff—a light-haired man, with face sufficiently resolute, his beard cut in a peak, and wearing a cavalier hat. We halt only for a moment. The general's pointing hand indicates the direction we are to take: so down we go through a wooded road, driving before us the enemy's pickets; our flankers in the woods seeing them mount their horses and gallop off as we came within musket-range. Presently we go by their camps, where they have cut on trees some defiance or warning to us: "Beware, Yankee! this is a hard road to travel."

By the side of the column rides an officer of engineers, who stops every now and then to note a by-path or prominent knoll, or draw a rough plan of the wood. The dust has hardly settled yet along the road from the tramp of their retreating infantry. We press on close behind, until at length the column halts close within the range of the Port Hudson batteries.

\* \* \* \* \*

We fell back that Saturday night two or three miles, then camped in the woods. Later, a battery went forward to a position near that to which we advanced, and fired shells for a while towards the Rebel intrenchments. Our blankets and baggage were four miles behind. We hung equipments and haversacks on the gunstocks; and, wet with sweat, lay down in our clothes, without covering. Wilson and I laid rails on the ground; then made a sloping roof of rails overhead, which was some protection against the damp.

The eyelids shut together like a pair of scissor-blades, and cut the thread of consciousness; but in the midst of my dreaming, crash after crash broke upon my ear, like the chorus of doomsday. We all jumped to our posts; for we thought the hour of battle had come. I looked at my watch by the light of a few embers. It was half past eleven. At the time, we were in complete ignorance of the events that were transpiring. We know now that it was the fleet just pass-

ing the batteries, and all this was the uproar of the bombardment. Through the trees to the westward arose the flashes, incessant, like the winking heat-lightning of a hot summer evening. Through the air rolled reports, — now isolated, now twenty combining in a grand crash, now a continuous roll of them, — a thundering rub-a-dub, as if the giants were going to storm heaven again, and were beating a *reveille* to summon every gnome and all the geni and each slumbering Titan to fall in for a charge. The centre of the regiment, the color-guard, rested in the road. The pickets, four or five rods off, could see the falling bombs, the streams of comet-like rockets, and the outlines of the shore-batteries lit up by the cannon-flashes. It went on, and we sat listening with our hand close at our guns. Then, at last, the heavens reddened high and far, with a fiercer and steadier glare, that moved slowly southward, crimsoning in turn the moss and old scars on the north, on the west, on the south-west, of the tree-trunks. Meantime came up the boom of cannon, slowly receding in the same direction. So we heard the swan-song of the stern old “Mississippi,” — abandoned, beaten with shot, ragged through her whole frame, where shells had torn and burst. On that night a freight of dead men were on her deck, and the bodies of drowned men floated about her hoary hull for a retinue ! Then came a crash, — a light making all bright, flung back from the burnished gun-stocks, from the pool by the roadside, revealing the watching soldiers and the slain steeds fallen headlong in the road in the midst of the camp. So passed the veteran ship through fire and earthquake-shock to an immortality in history.

[The book is published in Boston, by Walker, Wise & Co., who will send it free by mail on receipt of \$1.25.]

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GENIUS, TALENT, AND CLEVERNESS.—Genius rushes like a whirlwind : talent marches like a cavalcade of heavy men and heavy horses : cleverness skims like a swallow in the summer evening, with a sharp, shrill note and a sudden turning. The man of genius dwells with men and with nature ; the man of talent in his study ; but the clever man dances here, there, and everywhere, like a butterfly in a



hurricane, striking every thing and enjoying nothing, but too light to be dashed to pieces. The man of talent will attack theories; the clever man will assail the individual, and slander private character. The man of genius despises both; he heeds none, he fears none, he lives in himself, shrouded in the consciousness of his own strength; he interferes with none, and walks forth an example that "eagles fly alone, they are but sheep that herd together." It is true, that should a poisonous worm cross his path, he may tread it under his foot; should a cur snarl at him, he may chastise him; but he will not, can not attack the privacy of another.

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PENMANSHIP.—ITS THEORY AND PRACTICE.—NO. I.

---

BY H. W. ELLSWORTH.\*

---

"ONLY so much as the mind knows can the eye see; only so much as the mind perceives in any object can it attempt to represent."

The prevailing inefficiency of the instruction in Penmanship in our schools is proverbial. In a majority of cases it may be attributed to a just feeling of incompetency on the part of teachers, resulting from a lack of definite knowledge concerning the subject, together with the fact that, while both teacher and pupil are subjected to the severest criticism in every other branch of study, they are seldom questioned respecting their penmanship.

Hitherto all knowledge of this art, applied to purposes of instruction, appears to have been confined to a crude collection of hints, founded upon the incidental observation of each teacher, relating to pen-holding, form of letters, and the general style of writing which happened to suit his own fancy. Thus, with a continual change of teachers, each, of course, preferring his own style, acquired in a similar manner, the absence of any *positive* knowledge of the subject, in either teacher or pupil, is very naturally accounted for.

---

\* Teacher of Penmanship in the Public Schools of New York City. Author of "Ellsworth's Systematically Arranged Copy Slips," "Copy Books," and the new "Text-Book on Penmanship, Punctuation, and Letter-Writing," published by D. Appleton & Co., New York.

The general introduction of engraved copies has done much toward securing a uniform style of writing, and what now seems most needed is *uniformity of teaching*.

However desirable the services of a special teacher may be, this important end will not be attained till *every* teacher is duly qualified to instruct pupils in a thorough and systematic manner, according to the commonly received rules and principles of the art. This does not, of necessity, imply that he must himself be a finished penman, however advantageous it might prove as an incentive to pupils; but that he be able to teach a correct theory of writing, and conduct a class in a manner well calculated to reduce that theory to practice. The foundation of this art is no longer considered by intelligent educators as a myth, enveloped in the expressions, "Genius," "Practice," "Imitation," or even pen-holding, but as resting upon the common basis of all art—natural laws and principles.

These principles admit of demonstration and illustration so clear and simple that they can be perfectly understood and applied by every person to whom a knowledge of writing would be of any service.

The theory of writing may thus be briefly stated: *Writing is the mechanical formation and arrangement of letters, and other significant characters, from left to right, governed at all times by two straight lines at a uniform angle with each other.* These lines may be either ruled or imaginary, and may be appropriately termed the *line of position*, or slant, which is imaginary, and the *line of arrangement*, which is now generally ruled.

All letters and other characters used in writing are formed from two principles, the *straight line* and the *oval* by three distinct princi-

Fig. I.



Fig. II.



Prin's of Form.

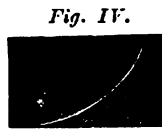
ples of movement. The straight line is made by a direct movement toward the writer upon the line of slant; while the oval is made by two opposite movements,—one around the line of slant towards the left, forming the oval *direct*, or capital O,—the other around the Line of Slant toward the *right*, forming the oval *reversed* or capital Loop.

All letters and characters made with the pen are formed either from these primary forms singly or by combination. THE SMALL LETTERS, (except o and s) are all obtained by cutting the oval through its centre with the straight line, and uniting the segments or curves thus produced, to its extremities, upon the right and left, by either *turns* or *angles*; each manner of combination forming the *type* of a class of letters.

The small letters are by this method divided into three distinct classes, each distinguished by the kind of curve with which the letters



Derivation of Curves.



Concave Curve.



Fig. V.

comprising it, begin. The *first class* begins with the *concave curve* or right segment of the oval, they are *i, u, w, e, c, r, s, t,* and *p*, of which Fig. V. is the type.



Convex Curve.

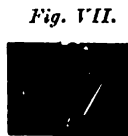


Fig. VII.



Convexo-Concave.

The *second class* begins with the *Convex Curve*, or left segment of the oval. They are *v, n, m, r, x, o, a,* and *d*, of which Fig. VII. is the type.

The *third class* begins with the *Convexo-concave Curve*, or the two segments united, as in Fig. VII. The letters composing this class are *l, b, h, k, j, z, y, g, q, f,* and long *s*, which is the type of the class.



Type of Third Class Letters.

THE CAPITALS are likewise divided into three classes. The *first class* of capitals begins with the *concavo-convex* curve or the segments of the oval united in the reverse order from the type of the third class, as in Fig. X. This class comprises A, N, M, T, F, P, B, R, S, L, D, I, and J.

Fig. X.



Capital Stem.

Fig. XI.



Capital O.

Fig. XII.



Capital Loop.

The *second class* consists of those capitals of which the oval direct or capital O, forms the type. They are O, E, C, H, and K.

The *third class* comprises all capitals that begin with the oval reversed, or capital loop, as in Fig. XII. They are M, N, W, X, Q, V, U, Y, and Z.

The obvious advantages of such a classification as the foregoing, in teaching penmanship, are two-fold :

FIRST, it enables the teacher to impart instruction in all the general features of the subject, to whole classes, and even school, at once, by means of black-board illustration.

SECOND, it enables all to become tolerable writers. It is a common, and perhaps correct impression, as regards the old method of instruction, that there are some, who, appearing to have no natural taste for writing, can never become good writers, although they may evince great aptness in acquiring other branches ; while others are styled *natural* writers, who possess superior faculties of form and imitation.

Now, by the methods of analysis and synthesis which may be employed in such a system, the relation and arrangement of the parts of letters and their combination into words, present a pleasing exercise to the philosophical or mathematical mind, enabling every pupil to form an *ideal* or geometrical conception of the perfect form of each letter, (which must always precede any successful attempt to represent it) besides making him a critic and able to discover and correct his own errors ; in short, enabling the pupil to become his own teacher, which is the aim of all good instruction. Thus, those who are not *natural* writers may become *mechanical* ones, while the natural genius can soar away among the higher beauties of the art.

In succeeding articles, we propose to examine the foregoing classification more critically, giving hints and definite instructions upon the formation of the individual letters, manner of conducting writing exercises, and such other topics as, we trust, will interest and profit every teacher.

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#### THE NEXT STEP.

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At the recent meeting of the Massachusetts State Teachers' Association, in Boston, in November, the following was one of the topics discussed: "What is the Next Step to be taken by Educators to secure the Highest Interests of Education in the Commonwealth?" Several gentlemen who spoke on that topic, confessed considerable difficulty in getting at the definite meaning of the question; and others, who considered themselves fairly on the track, were not very explicit in their ideas of steps, nor very well agreed as to what the "next" step should be.

Now we are going to propose a "next step," which we are fully persuaded will be clearly understood, strictly in "order," and one that will be seconded by every sensible reader of the *Teacher*. We move for an increase in the compensation of *Female Teachers throughout the Commonwealth*. In this matter, be it understood, we are not speaking for ourselves, nor for any near friend; for we have neither sister, cousin, niece, nor maiden aunt in the profession; but we plead for the sex, and, as we think, for "the highest interests of education in the Commonwealth."

In the light of justice and humanity, we submit that it is not creditable to the intelligence and the educational status of the Old Bay State, that the female teachers who are spending the very best portion of their lives, wearing out soul and body in the exhausting labors of the school-room, should not receive a fair compensation for their labors. We shall not produce an array of statistics from the last Report of the Secretary of the Board of Education, for the figures of that Report are, or ought to be, familiar to the reader. They are low enough, as we all know, even in the large cities and towns, where the amount of wealth and the economical policy of graded schools,

furnish no excuse for low wages ; while in some of the smaller towns, and more sparsely settled districts, the compensation is, in very many instances at least, so small as to be absolutely contemptible. When a town pays a woman one dollar and a half for a week's work in the school-room, and then pays two dollars and a half a week for her board, we ask, most seriously, if such is the appreciation of the intelligence of that town, of the relative value of stomach and brains. If so, were our residence in that town, we would sooner be the schoolmaster abroad than the schoolmaster at home.

We are aware that women in other occupations are also poorly paid ; and we would second their demands for a better compensation, as heartily as we would wish to have them, and all good persons, aid us in securing the same for the female teachers of our land. It would be very easy to show, however, that in very many of the avocations in which woman finds employment, she receives a more adequate remuneration than is obtained by the female teacher. Especially is this true if we take into account the character of the labor performed, the necessary expense in preparation for that labor, and the wear of health and life unavoidably occasioned by the occupation. Setting aside the relation of woman to the domestic circle, there are few females who can continue in the business of teaching for a lifetime. In a majority of cases their delicate organization and extreme sensibility yield to the long-continued, wearing labors of the school-room, from which the faithful teacher can find no escape, while remaining at the post of duty. The number of venerable school dames still in the service is never very large ; while the list of those who, ere they have passed the meridian of life, have been compelled to abandon their calling, with broken constitutions and shattered nerves, is always a long one. Unlike merchant-princes, they do not retire with a handsome competency for the evening of their days ; often with not a bare sufficiency for the infirmities of invalid life. Such a state of things ought not to be ; and we believe its existence is to be attributed to the fact that the intelligent portion of the community have not given the subject proper consideration, rather than that they are willing to secure an education for their children at the expense of unrewarded labor. We know very well that the teacher performs a great amount of unappreciated labor, even when well paid ; but still it is not, in Massachusetts, characteristic of the spirit of this age, to be indifferent to the just claims of those who occupy so important a

position as the teacher, and who perform a kind of labor so highly necessary to the welfare and progress of our race.

As a question of mere expediency, viewed in the light of political economy, it is plainly for the interest of the community to give our lady co-laborers an increased compensation. The public cannot expect to command or retain the best talent in the profession, unless it is well paid for. The direct effect of low wages, in any calling, is to drive the most successful and skillful laborers in that calling to seek occupation elsewhere; perhaps in other avocations where their skill will command a more suitable reward. Such an untoward influence is often seen depleting the educational ranks of both sexes in Massachusetts, and elsewhere in New England. Some of our most efficient teachers, teachers whom Massachusetts ought to have retained in her own schools, have gone to labor in the far West, because more ample means for the support of themselves and families were offered them; and also because they naturally believed that the community that would pay them better, would also better appreciate their labors and the position to which they are entitled in public esteem. We were recently told by a gentleman well known in educational circles, that in a certain New England city, not in Massachusetts, the ordinary expenses of living have so greatly increased of late, without any corresponding increase in the teacher's wages, that the female teachers seriously think of seeking some other occupation, solely because their salaries are hardly sufficient to pay their board! It is a short-sighted policy for any community to attempt to ignore the principle, that all labor should be well paid for, and no more. It is only by the application of this principle that both parties to the labor can be benefited and derive their support.

But, says the reader, while this is all very true in the light of justice and of good policy, how is this increase of pay to be obtained? Shall we strike? We think not; certainly not as strikes are too often conducted. Strikes are not according to our liking. They seldom accomplish what they are designed to obtain, and often occasion much suffering, which is too apt to fall upon those who take little or no part in such movements. It is a questionable method of exacting more pay from employers, which they call *extortion*, and which they think justifies them in retaliation whenever circumstances place their dependents entirely in their power. The ill-feeling engendered is far more likely to affect injuriously the employed than the employer.

Rather than strike, it would be better to leave the occupation quietly and peaceably, and seek a livelihood by other means. Whenever such a course should be generally taken, the increased demand for laborers would be quite sure to advance correspondingly the compensation for labor.

In our present case, however, it would be far better for the teachers to set themselves prudently about enlightening the community, in regard to the relation they sustain to them. Let them educate the public mind up to the full appreciation of the kind of labor they perform for them. Ladies can talk. Let them do so, to the mothers and the fathers of their pupils; to their committees; and to the voters of their town. Let them not be discouraged by the ignorance and narrow-mindedness they may encounter, nor alarmed by the shallow but noisy babble they may hear of, coming from some addle-pated town-meeting orator. Ladies can use their pens. Let them, then, show by statistics and actual facts, as has recently been done in the city of Boston, the great increase in the expenses of living occasioned by the events of the last two years. Let them write an article for the *Mass. Teacher*, or for their local newspaper, and make out a strong case. It will enlighten public opinion, and secure their coöperation, besides enlisting the gallantry of the other sex. If, after such a course has been taken, prudently, but persistently, the public still refuse to accede to their reasonable demands, it will be something new in the history of public agitation of such subjects; for it is by just such means that people in other callings seek to obtain better pay.

Meantime, fellow-teachers, educate yourselves to the highest standard of qualification, as teachers and accomplished women; and let the community see that your services are worth something; and let every family in your district or town see the difference between a good school and a poor one; between a skillful and successful teacher, and one whose work is all bungling and failure. If you are really deserving of high appreciation and reward, it will ere long be known; your light cannot be hid under the measure of your school-room. The children will tell their story at home, and the decision of your employers will soon be, that you are much "liked," that they cannot afford to spare you.

Be prudent, but urge your claims and their justness, with earnestness and persistence. Agitate; be hopeful; and unflinchingly adopt, as your own, the motto of the renowned Oliver—"MORE."—*Mass. Teacher*.



**CURIOUS FACTS ABOUT WATER.**—The extent to which water mingles with bodies apparently the most solid, is very wonderful. The glittering opal, which beauty wears as an ornament, is only flint and water. Of every twelve hundred tons of earth which a landholder has in his estate four hundred are water. The snow-capped summits of Snowden and Ben Nevis have many million tons of water in a solidified form. In every plaster of Paris statue which an Italian carries through our streets for sale, there is one pound of water to every four pounds of chalk. The air we breathe contains five grains of water to each cubic foot of its bulk. The potatoes and the turnips which are boiled for our dinner have, in their raw state, the one seventy-five per cent., the other ninety per cent., of water. If a man weighing ten stone were squeezed flat in a hydraulic press, seven and a half stone of water would run out, and only two and a half of dry residue remain. A man is, chemically speaking, forty-five pounds of carbon and nitrogen, diffused through five and a half pailfuls of water.

In plants we find water thus mingling no less wonderfully. A sunflower evaporates one and a quarter pints of water a day, and a cabbage about the same quantity. A wheat plant exhales, in a hundred and seventy-two days, about one hundred thousand grains of water. An acre of growing wheat, on this calculation, draws and passes out about ten tons of water per day. The sap of plants is the medium through which this mass of fluid is conveyed. It forms a delicate pump, up which the watery particles run with the rapidity of a swift stream. By the action of the sap, various properties may be communicated to the growing plant. Timber in France is, for instance, dyed by various colors being mixed with water and poured over by the root of the tree. Dahlias are also colored by a similar process.

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THE three most difficult things are—to keep a secret, to forget an injury, and to make good use of leisure.

WE often take a rebuke patiently from a book, which we can not endure from a tongue.

## DEPARTMENT OF NATURAL SCIENCE.

For the Schoolmaster.

## HEAT.

No one need be told that *heat* is the cause of the sensation of warmth. We are taught by experience, at an early period of our existence, what is meant by *heat* and *cold*, as they affect our powers of sensation. But when we inquire into the *nature* of this cause—to tell precisely what it is, whether material or immaterial—we find ourselves in the same state of uncertainty as in reference to many other of the things with whose manifestations we are most familiar. It is safe to pronounce it an *agent*, for its effects are exhibited every where. Without it there is neither life nor motion. It is a never-failing attendant upon every process of growth and decay. No animal or plant can live except through its agency, and yet nothing can destroy the life of either with more unerring certainty. It seems to build and demolish—almost to “create and to destroy.” Nothing in the domain of Nature seems more nearly to approximate omnipotence.

In speaking of its nature, authors have generally been cautious. All agree in pronouncing it *imponderable*, and in classifying it, in this respect, with Light and Electricity. Beyond this lies the region of uncertainty. Comstock, in his *Chemistry*, (edition of 1853,) says, “Caloric is the *matter* or *principle* of heat, while heat is the sensation produced by the transfer of this principle to the living system, from some body hotter than itself.” Whether he intends that we shall understand that the “*principle*” is “*matter*,” or that it may be something different, he does not inform us. Johnson, in his *Chemistry*, tells us, frankly, “Whether heat be really a material substance is unknown.” Parker, in his *Natural Philosophy*, says, “Heat is undoubtedly a positive substance or quality”; leaving us as much in the dark in regard to his opinion whether the “*quality*” is “*substance*,” as Comstock in regard to *is*, whether the “*principle*” is “*matter*.” Tate says, “The word caloric is used to express the substance of heat in order to distinguish it from the sensation of heat”; and again speaks of caloric as the “*matter* of heat.” Wells, in his *Natural Philosophy*, defines heat as “A physical agent known only by its effects upon matter”; and employs the term caloric as its appropriate name. He repeats the same definition in his *Chemistry*, and thus keeps within the bounds of entire safety. In his edition of Ganot’s *Popular Physics*, also styles heat “A physical agent, capable of exciting in us the sensation which we call *warmth*.” He also briefly sets forth the “two principal theories,” by which the various phenomena of heat have, heretofore, been explained. The first theory is, that heat is a fluid without weight, the particles of which are mutually repellant, and which flows readily from one body to another. This is called the theory of emission. The second is the “undulatory theory,” according to which, “heat consists of a vibratory motion of the particles of *ether*, which motion is transmitted from one body to another through an elastic medium, in the same manner as sound is transmitted through air.” Silliman’s *First Principles of Philosophy*, states these two theories in, substantially, the same form. He says:

According to the corpuscular theory” (the same as that of emission) “heat is supposed to be due to the action of a peculiar imponderable fluid existing in all bodies in combination with atoms. The particles of this supposed fluid are self-repellant, and thus

the atoms of bodies are prevented from coming in absolute contact with each other. This fluid is thrown off from all hot bodies with inconceivable velocity, and upon its absorption by other bodies the effects of heat are manifested."

"In the undulatory theory, heat is considered to be due to the vibratory movements of the molecules of a hot body, communicated to those of other bodies, by means of a highly elastic fluid called *ether*. This ether pervades all space, and in it the undulations of heat, (and light also,) are propagated with inconceivable rapidity, in a manner analagous to the slower progress of sonorous waves in the air. If these undulations are communicated to a cold body, they render it warmer."

Silliman also briefly sets forth what is called "The Dynamical Theory of Heat." He says :

"In this theory it is assumed that the particles of all bodies are in constant motion, and it is this motion which constitutes heat; the kind and quantity of the motion varying with the solid, liquid or gaseous state of the body."

This accords with the view of Youmans, who asserts, in the latest edition of his Chemistry, that "The *essence* of heat is motion." "This idea," he says, "was clearly enunciated a hundred years ago by LOCKE, who said: 'Heat is a very brisk agitation of the insensible parts of an object which produces in us that sensation from which we denominate the object hot, so that what in our sensations is *heat*, in the object is nothing but *motion*.'"

It is asserted that this last theory is the one now uniformly adopted by scientific men. It was chiefly to unfold this, and to show, to some extent, the manner in which it serves, in the opinion of its advocates, to explain the various classes of phenomena attributable to heat, that the present article was commenced. But so much space has been consumed by what may prove rather dull to the reader, and has yet brought us only to the threshold, that the proposed discussion must await some future opportunity.

L. F. C.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

For the Schoolmaster.

### ARITHMETIC.

1. Sold a horse valued at \$100 for \$90. Ten per cent. of the difference of the cost and selling price equals 5 per cent. of the difference of the selling price and value of the horse. What was the cost?

2. Bought a horse valued at \$350 for \$200. Five and a half per cent. of its value equals  $33\frac{1}{2}$  per cent. of the difference of the cost and selling price, lacking \$14.08 $\frac{1}{2}$ . What was the selling price?

3. Sold a horse for \$80, and, by so doing, lost 11  $\frac{1}{9}$  per cent. of the cost. Ten per cent. of the difference of the cost and the value of the horse equals  $6\frac{2}{3}$  per cent. of the difference of the *selling* price and value. What is the value of the horse?

4. I sold a horse for a certain sum of money, which was  $83\frac{1}{3}$  per cent. of his real value. Ten per cent. of the difference of the selling price and the value of the horse equals 16 per cent. of the difference of the cost and the selling price. What was the cost, I having gained \$12.50 by the transaction?

5. I bought a horse for \$85, cash, which I expect to sell on six months' credit. What must be the asking price in order to fall on it  $7\frac{1}{2}$  per cent., and still make 8 per cent. on the purchase?

6. I bought a horse on four months' credit, and sold it on 5 months' credit so as to gain 10 per cent. on the actual cost. What was the selling price, I having gained \$8 by the transaction?

7. I bought a horse for cash and sold it on six months' credit, money being worth  $6\frac{1}{2}$  per cent., and gained 6 per cent. on the cost. What was the cost, I having gained \$12 by the trade?

8. I bought a horse on 9 months' credit when money was worth 6 per cent. interest, and sold it on 6 months' credit when money was worth 5 per cent. What was the selling price, if my gain was \$3?

9. I gave for a horse my note for 3 years and 8 months at compound interest, and sold him for \$125, and gained 10 per cent. on the cost. What was the face of the note?

10. Bought a horse for \$135.252, for which I gave my note for 4 months. Sold the same for a note which I got discounted at a bank and received \$139.23; and found that I had gained 5 per cent. on the actual cost. For how many days was this note discounted?

E. H. H.

*High Street Grammar School, Pawtucket.*

# QUESTIONS

For the Examination of Candidates for Admission to the High School, Bristol, March 28, 1863.

## ARITHMETIC.

1. Write the following numbers: Five millions, forty-seven thousand and three; five billions, fifty millions, four hundred and three thousands, and ten.

2. Find the sum of 2 m., 0 fur., 1 r., 2 yds., 1 ft., 2 in.; 8 m., 2 yds., 3 ft.; 3 fur., 25 r., 6 in.; 1 m., 4 yds., 0 ft., 11 in.

3. Write the following fractions in a decimal form:—

$\frac{9}{100}$	$\frac{6}{10}$	$\frac{849}{10,000}$	$\frac{7,469}{1,000,000}$	$\frac{410,099}{1,000,000}$
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4. Add together the fractions,—

$$\frac{3}{8}, \quad \frac{2}{5} \text{ of } \frac{4}{7}, \quad \frac{1}{2} \times \frac{2}{3}, \text{ and } \frac{6}{7} \times \frac{4}{9}.$$

5. What is the least common multiple of 2, 3, 4, 5, 6, 10, 12, 15?

6. What sum will \$641.17 amount to at simple interest, in 1 year, 1 month, and 10 days?

7. How much shall I obtain at a bank for a note of \$2,500, payable forty days from the day it is discounted?

8. A man bought 100 bushels of apples at 75 cents and sold them for 85 cents per bushel. What per cent. of the cost of the apples was the gain? How many dollars did he gain?

9. What is the square root of 956,484?

10. What is the cube root of 405,224?

## GEOGRAPHY.

1. What is the capital of Pennsylvania? Of Michigan? Of Peru? Of Portugal? Of Persia?
2. Through what bodies of water would you pass in sailing from Washington to New Orleans?
3. Mention one of the United States from which are obtained large quantities of cotton? Of gold? Of coal? Of flour? Of wool?
4. Name three large rivers in China: two large rivers in Africa.
5. Where are the Adirondack mountains? The Appennines? The Sierra Nevada mountains? The Atlas mountains? What mountains between Norway and Sweden?
6. Name the counties of Rhode Island.
7. Mention three islands situated in the Mediterranean Sea. What island near the southeastern coast of Hindostan? Near the eastern coast of Greenland? Are the Sandwich Islands north or south of the equator?
8. What celebrated volcano is there in Sicily? In Iceland? Where is Behring's Strait? North Cape? The Irish Sea?
9. To what nation does Cuba belong? Where is Lake Maracaybo? What is the largest city in the United States? To what nation does Cape Colony belong?
10. Which is nearer the mouth of the St. Lawrence—Montreal or Quebec? On what river is Paris situated?

## GRAMMAR.

Analyze the following sentence, and then parse each word in order: —

"I firmly believe that bad men live in misery."

## SPELLING.

The following words were given them to spell: —

Tobacco, arrangements, potatoes, certificates, rebellion, besiege, courageous, lily, regretted, guaranteed, unmistakably, liquefy, sieve, photograph, mercies, consumers, carrying, dividing, unbelief, agreement.

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 RESIDENT EDITORS' DEPARTMENT.

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 QUARTERLY MEETING OF THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE.

[We insert the Quarterly Report of the Supt. of Public Schools, and also of the Committee on Qualifications. We commend the perusal of these able and manly reports to the people of this State. Shall the niggardly policy that has characterized the State in regard to the payment of salaries continue to make Rhode Island a by-word and a hissing to other States? Let the people speak.]

The quarterly meeting of the School Committee was held in High School Hall, on Friday evening, Feb. 12, His Honor Mayor Knight in the chair.

Prof. Greene, for the Committee on Qualifications, presented the following report, which was accepted and ordered to be printed:

## REPORT OF THE COMMITTEE ON QUALIFICATIONS.

The Committee on Qualifications beg leave to report that they have made no appointments during the past term requiring any special action of this Committee.

Your Committee cannot refrain from expressing some apprehensions at the result of the application of the School Committee to the City Council for permission to raise the salaries of the teachers. As you are aware, the application has been unsuccessful. We are now where we were at the end of the last term, except that then we had a strong hope of relief from the City Council, and now our embarrassment returns upon us redoubled. What then came to us in the way of intimations has now become matter of fact. Three of our male teachers, occupying most important positions, have tendered their resignations, and we have strong reason to apprehend that their example will be followed by others. It is but a vain attempt to retain a teacher subject to the repellant force of an insufficient support among us, and at the same time to an attractive force of an ample reward elsewhere. We cannot expect our teachers to retain their positions when they can do better. What, then, can your Committee do? I know the answer will be given by some—"Fill the vacancies as fast as they occur." This we can do—or rather we can make appointments to the vacant places; *fill* them we cannot expect to do. How can you expect us to draw a teacher from any of the surrounding cities, even of a less population than ours, by proposing to him to exchange a salary of \$1200 to \$1500 for one of \$1100? "Then appoint inexperienced teachers," we are told, "and train them up to become good teachers." We can appoint, it is true, but to transform an inexperienced candidate fresh from his studies, into a good teacher, is a task by no means either easy or certain.

Besides, must the children of our city be subjected to all the evils and disadvantages of this kind of apprenticeship? It requires no extraordinary sagacity to see that the day of depression and degradation of our whole system is at hand. Our reluctance to inaugurate so sad a period to the history of a system which for the last twenty-five years has been the pride of the city, and which has been steadily rising till it already occupies the foremost rank among the school systems of our country, is the reason why we have hesitated to make appointments.

We therefore recommend that this Committee make still another application to the City Council, with suitable representation of our present embarrassment.

In behalf of the Committee,

S. S. GREENE, *Chairman*.

*Providence, Feb. 12, 1864.*

A motion was made and passed, that another application be made to the City Council for power to raise the salaries of the teachers be made by the Chairman of the Committee on Qualifications.

## THE SUPERINTENDENT'S REPORT.

*To the School Committee of the City of Providence :*

GENTLEMEN :—The close of another term reminds me of my duty to report on the present character and condition of our schools. So complete is their present organization and so well established is the system under which they are governed, that no important changes can either be expected or desired in a single term. By a slow and laborious process they have been carried forward from a lower to a higher standard of excellence every year, till they have now reached that degree of efficiency which is unsurpassed by schools of similar grades.

Greater efforts seemed to have been made by the teachers the past term to ensure complete success than ever before. The High School has never, during my acquaintance with it, done so much work, or done it so well. In each department, great credit is due both to teachers and pupils for the faithfulness and zeal with which they have performed their respective duties. The other grades of schools for the most part, have been equally successful. The present is undoubtedly a very critical period in the history of our schools. A crisis has now been reached which must be fairly met, and all the consequences, both near and remote, should be duly weighed and considered. One thing is certain, that our schools cannot be maintained at their present high standard for the salaries now paid. Within the last two years, these have been reduced by circumstances, wholly beyond the control of the teachers, more than one-third. Three of our male teachers have already resigned, and others are intending to do so as soon as they can make their arrangements. And those who feel compelled, for the present, to remain, will enter upon their labors dispirited and discouraged, with no ambition to excel. The full effect of such depression upon our schools cannot be easily predicted.

If the prevailing tone of public sentiment is in favor of suffering our schools to languish and to drag out a feeble existence for the want of proper support; if our Public Schools are not worth to the community what they cost; if our city would be more prosperous; if public and private property would be more secure and of greater value, if less money were expended for education, now is the time to act upon this conviction. There may be higher and purer sources of prosperity for a city, a more permanent and enduring basis for all the blessings of civil and social life, than the moral and intellectual culture of the young, but the profoundest statesmen have not yet discovered them. It may be thought wiser that the whole energies of a people, both young and old, should be devoted exclusively to the acquisition of the means for present personal enjoyment, and for the gratification of the appetites and desires of our lower nature, rather than the progressive development and generous culture of our nobler powers; but such has not been the opinion of the wisest and best men in every age. The city of Providence has, for a long time, been distinguished for the excellence and superiority of her schools, as well as for other worthy and memorable deeds. Her noble charities, which have been prompted by truly benevolent hearts, will form the brightest page in her future history, shall there be aught on this same record, that her children for all coming time cannot read without a blush. To pull down and to destroy is infinitely easier than to build up. The noblest structures that skill and genius have reared, which have been the work of years, and which have cost millions of treasure to beautify and adorn, have been by vandal hands in a few hours laid waste and leveled in the dust. It is true that the present is peculiarly a time for personal sacrifices, and all should be willing to bear cheerfully their share of the heavy burdens that the Providence of God has laid upon them. But are there not interests so sacred, so valuable, so fundamental to the welfare of any city, that they should be the last to be sacrificed.

It is yet uncertain what will be the result of the application to the General Assembly for the passage of a law to check the evils of truancy and absenteeism. The lower House has already agreed upon an act, which has been sent to the Senate, where it meets with strong opposition, on the ground that it interferes with the rights of parents, and prescribes a penalty too severe for the offence. It is vastly easier to object to a proposed measure, and to defeat its passage, than to substitute something better in its place. All that is asked is that an adequate remedy for tru-

ancy may be provided. The milder the better—anything that will meet the case. The act is not intended to invade the legal rights of any parent any farther than the greatest public good demands, and when this is the case, all personal and individual rights ought to be, and must be surrendered. No child ever need be punished for truancy when his parents are anxious that he should be reformed. It is only when there are no parental rights to be enforced, or where parents refuse to enforce them, that a truant law is needed. But the facts are, parental rights are now invaded, and they ask to be protected in the full enjoyment of them.

Hundreds of parents have complained that their children have been enticed away from school by habitual truants, and taught by them the first lessons in crime. And many of these cases are poor widows, who are obliged to leave their homes early in the morning to earn a scanty pittance for themselves and their children. And often does the fond mother, on her return home at night, find that her darling and hitherto innocent boy has been duped and persuaded by the arts of some malicious vagrant to run away from school, whither he had been sent, and to accompany him to haunts of vice. Such cases are by no means unfrequent. They occur at almost all our schools. Have not these parents rights as dear and sacred as any others that can be named? And does the plea of infringement of parental rights avail when a youth convicted of petty larceny or some other minor offence is sent to the Reform School? And can it be much longer endured that an innocent boy, an only son, and his mother a poor widow, can be waylaid and entrapped as he goes to school by some evil-minded truant, and by the most seductive wiles enticed or forced away, and compelled to take the first step in crime? This is now done with impunity almost every day. And yet there are those who contend that there ought to be no law to punish such atrocious acts, for fear, forsooth, that the *rights* of somebody may be infringed.

Truancy is the beginning of nearly all youthful crime. It is the *first* step downwards. Boys do not first become vicious, and then truants, but they become vicious in consequence of being truants. This is the invariable order in the career of wickedness. Not a boy has been sent to the Reform School from this city for years, who did not first become a truant.

It now costs nearly one-third as much to support the Reform School as it does to maintain all our Public Schools. And this expense is constantly increasing, and will continue to increase every year, until the passage of some judicious law to stay the evil that is fast assuming such gigantic proportions. It is the unanimous opinion of the Superintendent and Trustees of the Reform School, that the passage of such a law would very materially lessen the number of commitments. It is proposed by some to erect a building expressly for truants and idlers; but it would be unreasonable to ask of the State or city the required means, as there is no probability that it would be necessary to send more than half a dozen in a year to such an institution.

As two of the teachers of the male department of the High School have resigned, I think some changes can now be made with advantage; and I would therefore recommend that hereafter there be but two rooms, the Classical, and the English and Scientific, and that an assistant be employed, who shall have nothing to do with the government and discipline of the School, but shall instruct such classes in the Junior room as may be sent in to him from both the other departments. This will not in the least impair the efficiency of the School, and will be a considerable saving in the expense.



The whole number of pupils admitted the past term is 7800. There have been admitted into the High School, 275 ; into all the Grammar Schools, 2161 ; into the Intermediate, 1994 ; and into the Primary, 3370.

All which is respectfully submitted.

DANIEL LEACH, *Supt. of Public Schools.*

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### TEACHERS vs. SCHOOL-BOOKS.

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MUCH labor has been, and will be, spent by learned men and women, upon the formation and revision of school text-books. Vast sums of money have thus been expended. "The world is full of books," some one has said, and he might have said with much reason, school-books. There seems to have sprung up in these latter years, a mania among men of letters for authorship. As soon as the individual gains a certain amount of knowledge, more or less, *cacæthes scribendi* seizes him, and a seclusion of a few weeks or longer, brings forth "advance sheets" of a new and valuable work. It enjoys the approval of mercenary puffers, finds a few gratis introductions, and soon takes a place in the world of books.

Now, in regard to story books, history, biography, &c., we have nothing to say. Our opinion in relation to the world of school text-books—books for the live pupil in an actual school-room—may differ widely from our readers. First, we hold that a teacher who is fitted with the requisite experience, keen perception, ripe scholarship, sound judgment, fruitful ingenuity, love of his pupils, may teach successfully with an inferior text-book. The *teacher* makes the scholar, and not the *book*. An author of a school-book should have been a teacher of eminent qualifications. A book will not be long retained which lacks the spirit and vitality imparted from the heart of its writer. The teacher should not confine his hour of recitation to the language and thought of the book alone. He should lead the mind into varied fields of thought and reflection, introduce new pictures and views for the mind, thus keeping alive the enthusiasm of the class and adding fresh stimulus each hour. He should be perfectly familiar with the subject, and *never* demand an answer which he is unable to give at the time.

Should he conduct two hundred recitations in succession, no two of them should begin, continue, or end alike. The curiosity of the pupil may be judiciously awakened and excited by such diversity of recitations. By this diversity we do not advocate a diffusiveness akin to insanity, introducing all sorts of theories when but one point is to be made. Rather, let every illustration tend specifically to show the fact under consideration, and that alone.

It is an alarming fact, that many of our school-book authors have taken the pen after a succession of failures in the attempt to teach. Now, ought a man to furnish tools to workmen the use of which he is ignorant. Teachers, if you are solicited to use a school-book, ask if the author understands the legitimate demands of a well-ordered school-room. Is there a fitness in the matter it contains, has it been shaped and fashioned by a skillful workman?

Use the best books, and continue to use them until the pupils' familiarity with the language demands another. Do not cling to the old book with too great an affection for fear of the labor in becoming familiar with the new. Stand between the book and your class. Let the author speak through you. Finally, let the text-book be a means, and not an end.

WHAT THE WAR DOES NOT.—There seems to be abundant evidence that the interests of education, at the West, have not suffered by the war. The assistant superintendent of common schools in Michigan, makes the following statements and remarks, in a document recently issued :—

“Two and a half of the last three years have been in the midst of a civil war, which, considering the men and means engaged, has never had a rival in magnitude. To this conflict, Michigan, with a population of 850,000, has sent over fifty thousand of her sons. In those three years, our population between five and twenty years of age, as shown by the school census, has increased from 246,684 to 272,737—an increase of over twenty-six thousand; and of this about twelve thousand was during the last and most destructive of the three years. In the same three years, the number attending the public schools has increased 22,642; and the number of teachers has increased from 7943 to 8816.

“The amount paid to teachers has increased from \$467,286 in 1860, to \$518,062 in 1863. In other words, we have paid \$50,775 more to teachers in the common schools in the third year of the war than in the year preceding it. In 1860, the districts raised by voluntary taxes, for teachers' wages, \$33,689; in 1863, \$108,323; and now, at the close of the third year of the war, the districts report over \$100,000 on hand.

“Doubtless a similar state of prosperity may be shown in *most or all the States where freedom instead of slavery is the watchword of the people*. In the third year of this gigantic raid upon liberty, our schools have increased in length, in numbers, and in means. Does this look like exhaustion?”

Hon. J. L. Pickard, superintendent of common schools in Wisconsin, in his recent annual report, says: “Our schools are better filled, better taught, and better supported than in previous years. In order to supply demands from new districts for Webster's Unabridged Dictionary, it will be necessary to purchase two hundred copies for distribution the ensuing year.”

A few weeks subsequent to the date of the above report, two hundred and twenty copies of the work were ordered for the purpose indicated, by authority of the legislature, the State having previously purchased nearly two thousand copies for school districts already in existence.

Verily the Great West seems in little danger of finding herself in “the last ditch,” or even in the first.—*Repub.*

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ANNOUNCEMENT.—ENGLISH AND CLASSICAL HIGH SCHOOL.—The rapid growth and increasing prosperity of our city and its environs calls for enlarged educational facilities. Our excellent public schools, filled to overflowing with pupils from the various walks in life, are successful to an eminent degree. The University, which, with such generous and wise forethought, was planted by our fathers, bestows a thorough and sound scholastic and professional education upon all who can avail themselves of its advantages. We have a number of successful schools for young ladies, of such a high order as to be creditable to the city. But the number of schools for boys and young men, where a proper training and thorough instruction in the rudiments and the higher departments of a complete mercantile, mathematical, scientific and classical education may be acquired, is somewhat more limited.

It is believed that there is a demand for another institution of this kind, in order

to furnish the requisite facilities for proper educational advantages which should characterize a city and community like ours.

We therefore respectfully announce that we shall open a school for boys in the Lyceum Building, No. 56 Westminster street, on Monday, Feb. 22d, 1864.

It is the design of the Principals to establish a school of the highest order, to which parents may send their boys with full assurance that they shall receive the best intellectual and moral training and instruction. There will be four distinct courses of study, as follows :

1st. A course in the Mathematics and Ancient Languages, preparatory to admission to College. 2d. A course in the higher English and Scientific branches, which shall prepare young men for the best positions in mercantile, commercial, manufacturing and other business life. 3d. A course for boys of any age in the common English studies, which shall prepare for either of the two above-mentioned advanced courses. 4th. A shorter course of one or two terms, or by the month, in Writing, Mercantile Arithmetic, Book-Keeping, and the cognate studies, which shall by *thorough* instruction and proper discipline, prepare young men for the store and the counting-room.

The School will be opened in a suite of rooms in the Lyceum Building, adjoining the Franklin Lyceum and Library. The rooms are central, pleasantly located, of ample dimensions, well ventilated, and surrounded by the most healthful associations.

The Classical Department will be under the care and instruction of John J. Ladd, A. M., the late Principal of the Classical Department of the Providence High School. The Higher English, Mathematical and Scientific Department will be under the care and instruction of William A. Mowry, the late Principal of the English and Scientific Department of the same school. The Preparatory Department and the Mercantile Course will be divided between the principals, each of whom will devote his personal attention to every class.

The best instructors will be provided for French and German, Mechanical Drawing, Phonography and other studies. There will be daily exercises in Light Gymnastics; and the principals desire especially to assure their patrons that the health and physical training of their pupils shall receive particular attention.

The school year will begin with the fall term, and will be divided into four terms. There will be one session daily, from 9 o'clock A. M., to 2 o'clock P. M.

We have special permission to refer to the following gentlemen: His Excellency James Y. Smith, Governor; His Honor Seth Padelford, Lieut. Governor; His Honor Jabez C. Knight, Mayor, and President of the School Committee of the City of Providence; Rev. Daniel Leach, Superintendent of Schools of this city; Hon. J. B. Chapin, School Commissioner of Rhode Island; Hon. William Sprague, U. States Senator; Ex-Mayor Wm. M. Rodman; Ex-Mayor Amos C. Barstow; Hon. John Kingsbury, LL. D.; Barnas Sears, D. D., LL. D., President of Brown University; Samuel S. Greene, A. M., Professor at Brown University; Gen. Lyman B. Frieze; Geo. H. Whitney, Esq.; Rev. A. H. Clapp.

Providence, Feb. 11th, 1864.

JOHN J. LADD,  
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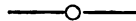
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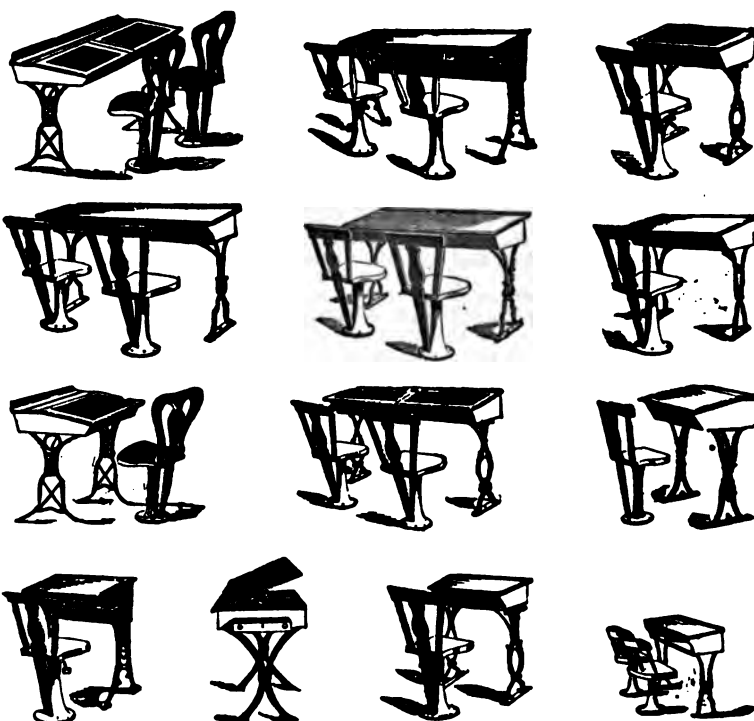
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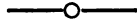
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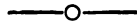
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THE  
RHODE ISLAND SCHOOLMASTER:  
APRIL, 1864.

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VOLUME TEN.

NUMBER FOUR.

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ATTENTION.\*

\* \* \* \* \*

A good student necessarily possesses this power in a marked degree ; this it is which distinguishes and separates him from common men. Some persons have an encyclopædia of facts in their possession, have read all books in all languages, and yet are not students in the best sense of the word ; for, how can “studere” be predicated of him who has not that mastery of himself implied in attention ? The scholar can study as well in a school-room, at recess, with his mates chatting about him ; as well in the sitting-room, at home, with the family talking around him, as anywhere else. Sounds there may be in the room ; they strike on unlistening ears ; forms move before his eyes that behold them not.

Need I go farther, and say that the good teacher possesses to a great degree, attention quickened and supported by kindly love and by duty ? The good school-mistress is attentive to all that goes on in her room. Some teachers never lift their eyes so as to see beyond the little circle in the near neighborhood of their desks : boys may be playing, whispering, passing notes, wasting their time ; she knows it

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\* Extracts from a lecture delivered by Joshua Kendall, A. M., at the meeting of the R. I. Institute of Instruction held in Washington Village, March 12, 1864.



not. Sometimes on entering a school-room, almost involuntarily, I say, "Why do you not stop that?" But then bethink myself; to speak now may do more harm than good; I will talk with her about this after school. The faithful teacher is attentive to all explanations made by his pupils, so as to detect any little mistake that might otherwise escape him; that mistake he corrects. One link left out in the chain of argument in a geometrical demonstration, and the conclusion is not fast bound to the premises. One mistake made in repeating a Latin rule, and though the main idea may be caught, a certain kind of discipline is lost: then comes up the old question again, which is the more important in education, training or knowledge?

Not long ago, in a district school, I saw a girl of twelve years or more, reciting nearly perfectly a long lesson in Geography, which, as she was desirous of advancing rapidly, she had learned to recite by herself out of the school-hours. Thinking of nothing except the text of the book, she went on till all had been recited. Just in front of her sat a younger girl, detained by her teacher when the school had been dismissed, to recite her spelling again. "Study your spelling," said the master. The poor thing was willing enough to, and bent down her head over the book: I turned away for a moment; on turning round to the little girl again, she was looking out through the window, careless and unconcerned, apparently not dreaming that she was disobeying. The one of these girls possessed, and the other lacked, to a great degree, what the phrenologists call concentration.

A want of attention, heedlessness, is shown in schools. Begin to explain to a class a difficult point in Arithmetic; your back is turned to the class; you go on rapidly for a few moments, face the school, and part of the class are not paying attention. A lesson is assigned for the next day; when the time comes to recite it, John did not know it commenced there, nor James that it went so far. You ask John a question and James answers it. You ask one question, and another is answered. You request all to be so still that the clock can be heard to tick; fifteen out of twenty are motionless in an instant; but how many laughable occurrences must happen before the last blunderer has composed his limbs in quiet. The scholars are requested to arrange their books preparatory to putting them in their desks before dismissal: do not some always evade the requisition?

If it be granted that the habit of attention is desirable, surely it should be learned in the common school, where we know it is not always sufficiently attended to. When a child heeds your requests, obeys your commands, does as you wish in all things, you approve his obedience. But is that the whole of the matter? Has he not gained the valuable result of discipline also?

Such a power is attention, that did the schools do no more than confer this only, leaving out of view all such facts of science as are commonly gained in them, they would still be fully worthy of the support of the public. Did men have this faculty fully developed naturally, of schools there would be no need; for knowledge is in books and things knowable in the universe, and both would be an easy prey to an untaught youth; all mathematics and languages, also, the book of nature and the mysterious human soul, would be legible to such an one just so far as they now are to a well-trained student of twenty.

The habit of fixed attention comes through training. What are the two obstacles to be overcome attaining it? 1st, The natural roving of the thoughts and the attention in youth. I have to say of this that it is natural, therefore not to be found fault with, not to be considered wrong. It arises from the immaturity of the mental powers, now incapable of long-continued effort in one direction. Beside, we must not confound with inattention that continued changing of the attention from one object of sense to another, so characteristic of the young, and arising from the great development of their faculties of observation, the feebleness of their logical and perceptive powers. As the child grows older, while keeping his senses alive to the outward world, we must lead him by easy steps, not too rapidly, to survey the world of thought within him, to follow longer and more difficult trains of thought, to catch with delicate ear all those whisperings of the infinite heard in the depths of the intuitive reason.

Consider the discipline afforded by the common English studies, when rightly pursued. The multiplication tables detain the boy from his play for a time, and seem hard to him; soon he laughs at them; fractions now seize him in their merciless grasp, and not till much earnest effort has been made, will he escape them. How patiently that large boy must now ponder over these difficult miscellaneous problems and these hard equations, that haunt him perhaps for weeks. By continued struggling he at last conquers them though, and he

can almost, from day to day, feel himself growing stronger. Is not the lack of attention the cause of the difficulty found by college students in the mathematics? While I do not find the common schools groaning under their burden of arithmetic, college boys seem to be nearly unanimous in condemning mathematics.

\* \* \* \* \*

How are we to gain the attention of pupils? Be interested in the subject yourself. Sympathy will cause this interest to spread. In the school of that teacher who admires the languages, Latin is studied enthusiastically; in his school who loves geography, you will find good maps, drawn neatly, on paper and on board; the location of towns fixed definitely in the mind; the products of different parts of the earth accurately known.

One caution should be given here. Would you secure full attention, do not tell one scholar, or the whole collectively, to do a second thing till the first has been well done. Tell twenty boys to put away their books: one or two, through carelessness, will not do so, if you insist not upon it. One thing at a time, then, and that well done before you proceed to another; and this direction will be found to be a good one in recitations and explanations, as well as in matters of obedience.

Clearness in statements and explanations tends to fix the attention of all who are listening. This can come only from clearness of thought in the mind of the teacher; would you, then, have your class follow your reasoning closely, have all the links of your thoughts closely connected in your own mind; all knotty points disentangled beforehand. This can be done only by previous preparation before entering the class-room. Young teachers must study up each subject the evening previous; the older teachers, we suppose, have done this already; besides they have become familiar with their subjects by going over them so frequently with their classes.

\* \* \* \* \*

Tell me, what is the key to attentiveness in all, young or old? Is it not interest in that to which they are attentive? The kind of studies put before children should then be considered. The order of development of their faculties must therefore be understood. This would tell us why our grammars are so disliked by half of those

who do study them, or are expected to. Do you wonder that so little interest is manifested in reading in the public schools, when you look into the reading-books? Here I find not so much fault with the books, as with that lack of judgment that allows the higher classes everywhere to read from books far above their comprehension. I see in nearly every school I visit, this mistake made; boys and girls who are poor spellers, not yet through Interest in Arithmetic, nor fully masters of all they have gone over either, and are still studying the geography of South America, when called out to read, mumble over some speech about the tariff, some extract from Cousin's Intellectual Philosophy, some transcendental musings from Wordsworth, or an extract from a sermon on the trials and vexations of life. The scholars are requested to read with more life what they do not comprehend; to pronounce more distinctly long words they cannot understand; to inflect correctly, involved and intricate sentences, in which they get hopelessly lost. I always pity them, and wonder if my boy will have to wade through all this.

\* \* \* \* \*

I say that in our allotment of studies and choice of books, some reference must be had to the age of the scholars, if we wish to find in them that attention that springs from interest; also, when possible, to the real tastes and capacities, not the whims, of each pupil. Certainly, when we see the very general dislike of the older children to school life, and the small numbers in the higher classes in our grammar schools and in our high schools, it is time for school officers to notice this matter.

I go on farther to state that to expect attention from pupils to explanations somewhat too full or too difficult for them, will end only in vexation to the teacher, and inattention on the part of the pupil. I believe that a scholar should not commence any study or topic till he is capable of understanding explanations of its fundamental principles. Outside and beyond this, there may lie many curious and important truths and questions for the adult to investigate, irrelevant to an understanding of the main principles, and which it would be unwise for the teacher to introduce into the class-room. Let not the attention be distracted by too many objects at once; else nothing will be well understood. Select that explanation best suited to the capacities and attainments of your pupils; if there are others neater

and more concise, keep them at present in abeyance. I repeat ; let not explanations be too hard, too long, nor too full. One principle well learned to-day paves the way for another to-morrow. Be not in too much of a hurry to communicate knowledge. *Haste makes waste.* The boy, we may hope, will live and learn for many years yet ; the encyclopædias will be good another year still.

Not only can the attention be distracted ; it can also be wearied out by too long tension. It is a curious question, how long the minds of the average of children can, without harm to themselves, be kept on the stretch. Does not it show a low stage of professional advancement, that these times have not been tabulated with great care, so that all teachers may know, beyond what point it is unsafe to exact attention, and so end the exercise, before any harm is done ? For how many minutes may children seven years old give fixed attention ; children ten years old ; those fifteen ? There must come a time when teachers can answer such questions, or not be successful candidates for a school ; these being far more important questions to ask a teacher here in Rhode Island, than at what time the peace of Byswick was declared.

There is, indeed, for the minds of all, a necessity for relaxation from labor, when the tired head and throbbing temples must have rest. With the young this comes easily ; they soon get engaged in play ; a healthy tone pervades their mental organization. But the old, with their minds continually on the rack from care, business, thought, what shall save them from insanity, which threatens so many, and seizes upon more than could be wished ? Hence arises, what we, in New England, so much need, which good sense and a desire for happiness alike would prescribe, some amusements of a kind that the good need not frown on, and which may prove attractive to all. It is not solely because men love wickedness and hate goodness, that lager-beer saloons and rum-shops are so fearfully thronged at the present time ; they need relaxation, must have it ; these places afford it after a certain fashion, and we have but few public amusements of good repute. Most of them, though not vicious, are just on the border ground, characterless ; a very ominous circumstance, and one which indicates a transition state which cannot last long.

TALKS ABOUT TEACHING.

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EVERY school has its geniuses and its dolts—its bright ones and its stupid ones. The former are the more easily managed—indeed, give them enough to do by way of study, and they will generally manage themselves. But the latter require a teacher's constant care and special notice. Most emphatically do they need "line upon line, precept upon precept, here a little and there a little." They are the weaklings of the flock, and, for much of the way, must be borne in the arms. Like unweaned babes, they are forever toddling, tripping and tumbling, never able to walk, without a stronger hand to support and direct.

In dealing with such pupils, teachers are apt to fall into grievous errors. They too often ascribe to carelessness or indifference, that which justly belongs to dullness of perception. Hence, a few words upon this point, from one who has had some experience with such scholars, may not come amiss.

*First, then*—Dull scholars should always be classed by themselves, for if assigned to a place with such as are older, brighter or more advanced, they not only become discouraged by constant contrast and comparison—but by their sluggishness invariably retard the progress of the others.

*Second.* Do not expect too much from them. Give them short lessons—measure the task by the ability. If they are unable to accomplish as much as the other pupils, let them do what they can.

*Third.* Never make their dullness a subject for ridicule. Never, under any circumstances whatever, apply to them such epithets as "dummy," "dunce," "stupid," "ninny," &c., for the invariable ultimate effect upon those to whom it is addressed is bad, and bad only. Dull children are not by any means devoid of sensibility, and the unkindness of well-meaning, but over-ambitious teachers, often inflicts a wound upon the spirit, the recollections of which, time will never efface from the memory. Besides, there is much truth in the old adage, "Give a dog a bad name, and hang him." Call a child a dunce, and ten to one, he will grow more deserving of the title.

*Fourth.* Be patient with the dull ones. Though they persist in saying that "six times two are eight,"—though in geography they will substitute mountain chains for rivers, and oceans for dry land—yet receive their blunders good-naturedly, and correct them patiently. As often as they stumble and fall, so often raise them upon their feet

again, brush the dust from their garments, and once more start them on their way.

*Finally*—In all things, treat them as kindly as you do their more fortunate companions. Encourage and stimulate them by every laudable means in your power, and eventually you will be rewarded by evidence of their real progress, as well as by the blessing of Him who hath said, "Inasmuch as ye have done it unto one of the least of these."—*Connecticut Com. School Journal*.

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TO THE SNOW AND RAIN.

BY ANNIE ELIZABETH.

LITTLE snow-flake, hurry on,  
For the Spring is hasting near;  
Now the Winter time has gone,  
And the flowers will soon be here.

You and they cannot agree,  
And I fear will ne'er be friends;  
Winter is your time of glee,  
And the Spring to them life lends.

Hurry, then, if come you must,  
And no longer seek delay;  
Nature will to all be just,  
And you now have had your day.

Pretty, fleecy, falling flake,  
We've no welcome now to give,  
Go, and with you quickly take  
Winter's garb that Spring may live.

Softly in the thickened air  
Melts the gently falling snow,  
As disdainful refuge where  
Chiding voices whispered "Go."

And dissolved to falling tears,  
Now they gently sweep the plain;  
Lo, the Spring in life appears,  
Welcome, welcome to the rain.

March 5th, 1864.

**SUCCESS IN TEACHING.**

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KNOWLEDGE alone does not insure it. A man may go through all the regular grades from the primary school to the college diploma, and yet have ill success as a teacher.

We naturally admire a person of superior scholarship, able to treat of almost any topic with little preparation, and conversant with all that is valuable and interesting. A teacher possessed of such a mine of wealth will be esteemed by the educated around him, he will be looked upon with respect as a person of worth by those not immediately under his care, and will be consulted as a man of learning on difficult and deep questions of the arts and sciences. In the lyceum he will act a prominent part and command respect for his erudition, but with all this, which is eminently necessary in a teacher, he still may not be successful in his vocation. We repeat it, knowledge alone does not insure success.

The first great question for thought is, whether teaching is the appropriate calling for the person. Many possess the requisite knowledge, but few possess the requisite qualifications.

It seems, from our own observation, that more depends upon natural tact than talent. By tact, we here mean the faculty of adapting one's self to the circumstances under which he is placed, both in the school-room and out. If the decision has been made to teach, then all impediments to success should be removed, if possible, and every quality of character and manner which is an ornament to man should be cultivated.

Some teachers are naturally repulsive and never draw their pupils around them either in body or mind. They seem to think the pupils are so many unruly, sly enemies, and deserve no familiarity from them. There is little or no love existing between them, no smiles to greet either side when meeting in the street or school-room. Both are glad when the school is closed at night, and they go the next morning with reluctant step and little interest. Thus they pass the time with no hearty friendship, no happy "Good morning" or "Good night." The teacher may be learned, but he has not a natural temperament for the occupation, and is not successful.

Another grand mistake which many make, is a failure to become acquainted with the parents. There is, in general, no excuse for this



oversight. We cannot expect the teacher to employ all his evenings in visiting, but he may, and should, make short calls, and become acquainted with the parents. It produces great effect with little labor. The parents notice it, the children are pleased, and everything goes along the easier and friction often entirely disappears.

Again, a teacher who is about to go to a new place should not be distrustful beforehand. Let him feel that he is to find friends, be pleased with the school and the place, and, acting on this principle, he will no doubt find his path tenfold easier.

We once heard a man say, "If you wish people to like you, you must like them." This is a true saying, and teachers should remember that it is a powerful weapon in their hands.

A place may differ in religious sentiment from that of the teacher, but he is not under obligations, nor would it be wise in him to discuss these points of difference, for it is a question outside his occupation. He should be true to principle and firm in the support of right, but need not concern himself with sectarian creeds.

Hitherto we have treated of what a teacher should not do. Let us take an opposite view and touch upon some points which he would do well to regard.

Admitting that he has the knowledge requisite, he needs much more. There are natural and acquired talents. A person highly favored with the former has less to be disciplined in, and a smoother course of life before him. Often he is popular with no effort on his part, and everything seems to go well with him. We often find such in the school-room. They fall in love with the school and the place the first time they enter, and at once a kind feeling seems to be created between them and their pupils. In the morning all are happy to see the teacher, and the duties of the day are performed in a spirit of love and good will. He is loved as a friend and is distant from none, yet is respected and obeyed. This condition of affairs all teachers should strive for, and every feeling of an opposite character should be subdued. Let the pupils see and feel that they have a friend who is with them in every good work, and not unwilling to bow to them on the streets and notice them when in company. These little courtesies kindly shown are stronger than iron bands to unite teacher and pupils.

The teacher need not wait for a formal invitation to call on the parents, for perchance in many places he might wait forever, but he

should at once seek to become acquainted with them, and be careful to overlook none. This spirit in school and out, exercised thus, will be a powerful aid.

But many fail in conducting recitations, though well versed in the science they teach. Many of the best teachers whom we could name stood low in college, and many fail in the teacher's vocation who stood high when pupils themselves.

The great failure, or one great failure in conducting an exercise is the omission to elucidate and fully analyze the subject, so that the pupil cannot fail of comprehending the idea. Care should be taken that every step of a mathematical solution be understood. How often we hear pupils explaining a problem in Arithmetic by merely telling *what* they did, with no mention of the *why*. We illustrate with a very simple example:

Reduce £6, 7s. 8d. 3qrs. to farthings. The pupil, having performed the work, explains as follows: "Multiply 6 by 20 and add 7, **this** gives 127; multiply by 12 and add 8, making 1532; multiply by 4 and add 3, gives the answer, 6131.


Now, have the same explained and require the pupil to state at every multiplication *why* he so multiplies, and after every addition *what denomination* the result represents, and the true method is more nearly reached.

The teacher, then, must remember that though *he* may fully understand, the pupil often has a very vague notion of the subject under consideration. How meaningless and void of interest is the rule for square root if merely committed to memory, with no mental insight into the reason of every step. How many new ideas may be suggested by such questions as these:

Why point off at all? Why into periods of two figures? Why double the root figure for a divisor? Why omit the right hand figure in the dividend? Why insert the root figure at the right of the divisor? Origin of the radical sign? What are the square numbers less than one hundred? Their roots? What is the square of a unit and ten equal to?

The same rule should prevail in regard to other studies. If closely questioned, many pupils will show a surprising ignorance of topics relating to Geography, though they may have studied it for years. They should often be reminded of important facts by some questions perhaps not in the text-book. We illustrate as follows:

How long is the equator? What is understood by equatorial and polar diameter? Which is the longer? How much? Reason of it? Axis of the earth, how much incline? Effect of this? Effect if perpendicular? Tropic of Cancer, why placed where it is? Artic Circle, why where it is? Uses of Meridian? How many of them? Latitude, how far reckoned? Why not farther? Motion of the sun to one at the North Pole? If at the North Pole, which way go to get further north? When winter here, where is it summer? Cause of change of seasons?

We here leave the subject of conducting recitations. The teacher should be on guard and remember that much depends upon his method of hearing recitations, and he should not fail to improve himself in this respect by visiting other schools and appropriating to himself all the improvements he may discover. 

[CONCLUDED NEXT MONTH.]

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#### SCHOOL EXHIBITIONS.

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A teacher of high professional standing writes us a persuasive letter, asking us to bear our testimony against school exhibitions. We propose to give him the first opportunity, by quoting from his letter, as follows:

“I wish some of you would bear your testimony against the *nuisance* of exhibitions, which, for nearly three weeks, stop all regular study by forcing upon a portion of the scholars, work quite foreign to the object of a school, and unsettling the minds of all the others by sympathy. Young men and women, teachers, who came here to study, have come to me to tell me that they must withdraw from my classes to get up orations, commit colloquies, and rehearse morning and evening. They would rather not; but the work has been laid upon them. Being the official *literary scavenger* of the place, I have, for the past fortnight, been engaged in sweeping literary dust and dirt from literary performances which are to grace that awful day! My work of brushing up, pruning, amending, suggesting, praising, condemning, and general furbishing is over, and my legitimate classes all *demoralized, skeletonized.*”

A few months since, we listened to a very spirited discussion of the question of school exhibitions, at a Teachers' Institute. The committee had considerable difficulty to find speakers to bear testimony in their favor; at last, the former principal of a very flourishing academy was conscripted, who duly summed up his "points" as follows: "School exhibitions *pay*. In my own experience, I have found a taking exhibition an acceptable help for over-leanness of purse! It calls attention to the school, and brings in new students. I repeat, the institution *pays!*"

Common school teachers also find that exhibitions pay. They serve to close up a very indifferent term's work with one grand sweep, very much as a tardy stage-driver "rounds to" at a hotel, a significant crack of the whip informing the bystanders that "this team (particularly the driver) is some!" We have in our mind, of course, that class of school exhibitions which consist of furious declamations, very forcibly indicating that the teacher is a disciple of Dogberry, and believes that speaking comes "by nature"; of "essays" made to order, and read as though the reader had lost the idea; of dialogues and dramas "said off" with action suited to—something else: the whole set off with a "visible admixture" of buffoonery and low comedy, thrown in "to take down the house." What board of directors would fail to reemploy a teacher who, by a skillful exhibition of what *he does not teach*, is capable of awakening such an interest in his school? In the absence of teaching ability, there is no element of success so potent and sure as "sock and buckskin!"

The above is preliminary testimony: we may come on the stand again.—*Ohio Educational Monthly*.

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#### COTTON.

THE plant known as Cotton, whence the fiber of that name is mainly obtained, appears to be indigenous in most tropical and semi-tropical countries, having been found growing wild by Columbus in St. Domingo, and by later explorers throughout the region of the lower Mississippi and its tributaries. Cortez found it in use by the half-civilized Mexicans; and it has been rudely fabricated in Africa

from time immemorial. India, however, is the earliest known seat of the cotton manufacture, and here it long ago attained the highest perfection possible prior to the application of steam, with complicated machinery, to its various processes; and hence it appears to have gradually extended westward through Persia and Arabia until it attracted the attention of the Greeks, and was noticed by Herodotus about 450 B. C., as the product of an Indian tree, and the staple of an extensive manufacture. Later Greek accounts confirm the impression that the tree or shrub variety was cultivated in India previously to the plant, or annual, now by far the more commonly grown. The Romans began to use cotton fabrics before the time of Julius Cæsar, and the cotton-plant was grown in Sicily and along the northern coast of the Mediterranean so early as the tenth century. The culture, however, does not appear to have ever attained a great importance in any portion of the world regarded by the Greeks and Romans as civilized, prior to its recent establishment in Egypt, in obedience to the despotic will of Ibrahim Pacha.

In the British colonies now composing this country, the experiment of cotton-planting was tried so early as 1621; and in 1666 the growth of the cotton plant is on record. The cultivation slowly and fitfully expanded throughout the following century, extending northward to the eastern shore of Maryland and the southernmost point of New Jersey—where, however, the plant was grown more for ornament than use. It is stated that “seven bags of cotton-wool” were among the exports of Charleston, S. C., in 1748, and that trifling shipments from that port were likewise made in 1754, and 1757. In 1784, it is recorded that eight bags, shipped to England, were seized at the custom-house as fraudulently entered: “cotton not being a production of the United States.” The export of 1790, as returned, was eighty-one bags; and the entire cotton crop of the United States at that time was probably less than the product of some single plantation in our day.

For, though the plant grew luxuriantly and produced abundantly throughout tide-water Virginia and all that portion of our country lying southward and south-westward of Richmond, yet the enormous labor required to separate the seed from the tiny handful of fibres wherein it was imbedded, precluded its extensive and profitable cultivation. It was calculated that the perfect separation of one pound of fibre from the seed was an average day’s work; and this fact present-

ed a formidable barrier to the production of the staple in any but a region like India, where labor can be hired for a price below the cost of subsisting slaves, however wretchedly, in this country. It seemed that the limit of American cotton cultivation had been fully reached, when an event occurred which speedily revolutioned the industry of our slave-holding States and the commerce and manufactures of the world.—*Greeley's American Conflict.*

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THE SCHOOL OF LIFE.

BY ANNIE ELIZABETH.

LIFE is a school, a busy school,  
And we are scholars all ;  
Time measures out the study hours,  
And holds us at his call.

Some heed his words, and some are late,  
Some do their duty well ;  
And others ever haste away,  
Like truants from the bell.

The busy hours are flying on,  
And each one something brings,  
Some needed work, some lesson-task  
To every moment clings.

God never formed the school of life  
For man to loiter through,  
But all its duties and its tasks  
Each one should strive to do.

The sun is sinking down the sky,  
Life's school will soon be done ;  
The Teacher waits to give the prize  
By faithful pupils won.

Then hurry on, work with a will,  
Nor idle, nor delay,  
That each may render his report,  
" Perfect through all the day."

March 4th, 1864.

### HAVE ANIMALS REASONING POWERS?

It is a favorite saying that men are governed by reason and animals by instinct; but I believe that is all wrong. There is no distinction of kind between the two, but only of degree.

As we come to the higher animals, we find the brain larger in proportion to the size of the body. But this does not prove a different kind of activity of these parts, but only different intensity.

Now let us see if there is any difference in the mode of action on the brains of men and animals. Every sensation, to be felt, must produce a reaction. All animals see, hear, smell and taste as well as we do; therefore, the reaction must be the same, and the operation, as far as the body is concerned, is the same. Next, our perceptions influence our actions, through the operations of the mind; and in the animals the influence upon their action is to be seen; here, again, is perfect similarity. Although the difference of the intensity of these actions may be great in different animals, yet the principle is the same.

The animals gratify their appetites, and so do we, and in the same manner. For instance, everybody has seen dogs playing only for the pleasure of playing, just as men do. And what right have we to assume that the motive which influences them is not the same as that influencing us? Again, animals have memory, just as we have, and they can trace the connection between cause and effect; and this is reason.

But I will go further; only mind can communicate with mind; and if animals had no mind, we could have no intercourse with them. Animals can be trained, and this proves the existence of reason; a connection seen between cause and effect. The means of training animals are the same as those employed for training children; certain sounds are used as signals. This supposes a perfect logical process, tracing the sequence of effect from its cause.—PROF. AGASSIZ.

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CANDIDATE.—This word is derived from the Latin *candidus*, meaning white. It was anciently the custom for office seekers, or candidates for office, to wear *white* robes. If all office-seekers in these times should wear white robes our streets would present quite a lively appearance.—*Conn. Com. School Journal*.

## PENMANSHIP.—ITS THEORY AND PRACTICE.—NO. II.

BY H. W. ELLSWORTH.

the alphabet in its usual order, we observe scarcely any similarity the letters, each appearing to have little or no relation to its neighbor. It would be scarcely possible to arrange them in a more contrasted order, likely to prove a greater obstacle to their acquirement by any order of study. This want of proper arrangement, has no doubt added to the difficulties and lack of system apparent to every one who under-

stand the article we attempted to show the advantages of a systematic arrangement in presenting them to the pupil, briefly sketching the general principle and obvious method of classification which separates both the capital letters into three distinct classes, each distinguished by the position with which the letters begin.

To compare the individual letters in each of these classes with one another, we observe, first, that, though they all have parts which are alike, yet each letter has a mark peculiar to itself, by which it is readily distinguished from every other letter. We term this its *characteristic*.

In the plan of classification, it will be observed, is after the same general plan as in distinguishing nations, races and individuals from each other, by similarities of features which we perceive to exist in their features or traits of character. We proceed to review each letter of the alphabet, both small and capital, in accordance with the foregoing classification; showing the principle and manner of writing, and pointing out the *type* or part common to its class, and its *characteristic*, accompanied with hints relative to its structure and use in writing.

## SMALL LETTERS—FIRST CLASS.

The characteristics peculiar to this class, are the *concave curve*, which commences each letter, and it making the letters uniformly *pointed at the top and turned at the bottom*.



II.



Fig. XIV.



Fig. XV.

is formed by dotting the type of the first class, (see first article) once its length and in range with the straight stroke, as its characteristic, as in Fig.

The curve should not be made too prominent in writing; and should have no position or place merely.

It is formed by repeating the type, as its characteristic. See Fig. XIV.

Be careful of the direction of the curves between the strokes, and united to them.



Small *w* is formed like *u*, except narrowing the space on the right, and cutting off the finish by a dash on the right, which is its characteristic. See Fig. XV.

Do not loop *w* at its finish, see that all its points are equal in height and that the turns at the bottom are *short*. Never begin it like *n*.

Small *e* is formed by looping the type by a turn to the left at the top, and crossing the first upward curve below the middle, as its characteristic, as in Fig. XVI.



Fig. XVI.



Fig. XVII.



Fig. XVIII.

In making *e* avoid commencing with a *double* curve; see that the crossing is not too low, and that the down stroke is straight between the turns at the top and bottom.

Small *c* is formed like *e*, except that it starts downward like *i*, before turning at the top, which is its characteristic. See Fig. XVII.

In beginning *c*, avoid going over as in *o*; see that the short downward mark or characteristic is *straight*, and turn so as to leave it in the *middle* of the loop. Make the back straight like *e*.

Small *r* is formed from the type, by moving to the right and downward from the top, forming a sloping *shoulder* as its characteristic. See Fig. XVIII.

The *r* must never be looped at the top. The point of the letter is a trifle higher than *o*, and is an *angle*; the finish of the shoulder should be at the height of *o* and a *turn*.

Small *s* is formed like *r* at the top, but turns toward the left at the shoulder, and is dotted upon the first upward curve of the type before finishing, as its characteristic. See XIX.



Fig. XIX.



Fig. XX.



Fig. XXI.

In making *s*, form the rightward *o* from the shoulder, touching the ruled line, and rising again till the commencing curve is reached; then *amputate* the oval by pressing the pen upon that curve and move backward under the letter, finishing like *r*. Care should be taken not to make the inner space too narrow and *destroy* form.

Small *t* is formed by prolonging the type to twice its usual height, retracing the prolongation, and crossing it in the middle, as its characteristic. See XX.

In crossing *t* be sure that the mark is *straight* and *horizontal*, and not longer than the prolongation. Terminating *t*, used only at the end of words, is formed like the stem of *p* and crossed on the right like *5*.

Small *p* is formed by prolonging the type like *t*, above the line, and also an equal distance below it; finishing with either a small *v* or reversed *o*, upon the line as a characteristic. See XXI.

## SECOND CLASS.

The peculiar features of this class are the *convex curve* which commences each letter composing it, making the letters uniformly *turned at the top* and *pointed at the bottom*, being exactly the reverse of the first class.

Small *v* is formed by adding the usual concave termination of letters to the type of the second class, (see first article) and cutting it off at the finish like *w*, for a characteristic, as in Fig. XXII.

Terminating *r* is formed similar to the *v*, but its characteristic consists in not allowing any space between the terminating curve and straight stroke of the type, retracing it upward.

Small *x* is formed like *r*, retracing the stroke both *up* and *down*, passing off at the bottom instead of the top, giving it the appearance of a cross, which is its characteristic. See XXIII.



Fig. XXII.



Fig. XXIII.



Fig. XXIV.

This method of forming *x* has a great advantage over any other, as the pen need not be lifted, and the letter has the usual slant of others.

Small *n* is formed by repeating the type as its characteristic, and adding the usual terminating curve of letters. See Fig. XXIV.

See that the strokes of *n* (as well as other letters) are straight, parallel, and of the same length.

The characteristic of small *m* consists in forming the type *three times* in succession before terminating, as in XXV.

The same care is required in forming *m* as *n*.

Small *o* is formed from the type by curving the stroke toward the left while descending, and again rising and closing it at the top by means of a termination similar to *v*. See XXVI.

*Note.* The cuts of *o*, *a* and *d* do not show the convex introductory curve of the type as they ought, owing to an omission by the engraver. They can be readily supplied by the imagination.



Fig. XXV.



Fig. XXVI.



Fig. XXVII.



Fig. XXVIII.

Small *a* is formed by curving the stroke as in *o*, and completing the letter by adding the type of first class (1) so as to meet the modified type at the top as a characteristic. See Fig. XXVII.

Care must be taken to incline the *o* part, so as to meet the *i* part at the top, and thus avoid an unsightly gap. The same remark is applicable to *d*, following.

Small *d* is formed like *a*, the *i* part being extended above the type as in *t*, and forming the characteristic of the letter. See XXVIII.

The next article will complete this review of the alphabet, and will comprise the third class of small letters, and the capitals.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

### ARITHMETIC.

1. The floor of a room 9 feet high, contains 300 square feet; its width is to its length as 3 to 4. Required the distance between a lower and opposite upper corner.
2. What sum was due April 7th, 1859, on a note for \$440.75, dated July 10th, 1855, and payable with simple interest of  $6\frac{1}{2}$  per cent. per annum?
3. The eaves of a house are at the same height. The ridge-pole is 16 feet higher than the eaves, and just midway between them. The distance from the eaves to the ridge-pole is  $3\frac{1}{2}$  feet. The length of the house is 80 feet. Required the number of hogsheds of water (63 gallons each) that fell upon the roof during a shower when rain fell to the depth of 2 inches upon a level surface.
4. Get the least common multiple of 9,  $4\frac{1}{2}$ , 8-15, 10,  $8\frac{1}{2}$ , 5-6.
5. Get the square root of 4914.991449, 491412.216064, and 11 1-9.
6. Bought a carriage for \$350.80. What shall I ask for it that I may take  $12\frac{1}{2}$  per cent. less than the cost and 10 per cent. less than my asking price?
7. A merchant sold 1-9 his goods at a loss of 10 per cent., 1-6 of them at a gain of 5 per cent., 1-18 of them at a loss of 20 per cent.,  $\frac{1}{2}$  of them at a profit of  $12\frac{1}{2}$  per cent., 2-9 of them at a discount of 11 per cent. For what per cent. of the cost must the remainder be sold to gain a sum equal to 15 per cent. of the cost of the whole?
8. The surface of a right-angled triangle is 360 square feet, and the base is to the perpendicular as 4 to 5. Required the hypotenuse.
9. A's money is to B's as 4 to 5, but when A has spent \$20 less than one-half his money, and B has spent 3-10 of his, A's money is to B's as 6 to 7. What had each at first?
10. Sold a horse for \$187.50, and gained as large a percentage as the horse cost number of dollars. Required the cost of the horse.

### MENTAL ARITHMETIC.

1. If from 4 times a certain number there be subtracted 33 more than the number itself, and the remainder be multiplied by  $\frac{2}{3}$ , and the product be increased by 13 more than  $\frac{1}{2}$  the number, 4-5 the sum will be 17 less than 3 times the number. Required the number.

2. At what times between 7 and 8 o'clock do the hour and minute hands form a right angle?
3. At what times between 5 and 6 o'clock is the minute hand twice as far from the VII. mark as the hour hand?
4. A lady bought a dish and cover for 24 dimes, 1-5 the cost of the dish added to the difference between the cost of the dish and cover will equal the price of the cover. Required the cost of each.
5. A and B invested equal sums in trade. A lost a sum equal to  $16\frac{2}{3}$  of his stock, when his money was 3-5 of B's. B gained \$21.42. What did each invest?
6. A man gave away \$20 less than 1-5 his money, he then lost \$10 more than  $\frac{1}{2}$  of what remained, and spent  $\frac{1}{3}$  of what still remained lacking \$5, and paid \$30 for a coat, and had \$5 left. How much had he at first?
7. I bought some peaches at 2 cents apiece, and  $\frac{2}{3}$  as many at  $1\frac{1}{2}$  cents each, and sold them all at 2 cents apiece, and found I had gained 9 cents. How many of each kind did I buy?
8. The head of a fish is 1-6 its entire length, its body is  $\frac{2}{3}$  its entire length, and its tail is 2 feet, 6 inches longer than its head. Required the length of the fish.
9. At what time between 10 and 11 o'clock do the hour and minute hands make equal angles with the VIII. mark?
10. A boy paid 55 cents for a knife and lead pencil; the difference between the cost of the knife and pencil added to the cost of the knife equals 15 cents more than 16 times the price of the pencil. Required the cost of each.

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GRAMMAR.

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1. Form a proper sentence of the following elements: — us — from mind — of righteousness — help — a — pure — to bring — constantly — the fruits — peaceable — forth.
2. Combine the following elements to form a proper sentence: — said — in pocket — Chaucer — is — his — should be punished — he — there — If a man's — there — soul.
3. Compare the following adjectives: Red, sly, muddy, little, able, necessary, sober, handsome, feeble, narrow, common, rapid, polite, lucky, active, strong, serene, speechless, idle, thin.
4. Write the possessive singular and plural of deer, sheep, trout, pony, story, box, ox, hero, grief, eagle, child, mistress, muff, alley, brother-in-law, woman-servant, neighbor, needle, chimney, beau.
5. Parse the following *infinitives* and *participles*: He is learning *to read*. To sin is *to suffer*. He is anxious *to start*. Delightful task! *to rear* the tender thought. The ship is about *to sail*. The cars came *rattling*. He returned *wounded*. It is *freezing* cold. To go *prepared*, is necessary. To live without *being annoyed*, is pleasant.
6. Analyze the following sentence, and parse the italicized words: Charles was a man of learning, knowledge and benevolence, and *what* is *still more*, a true *Christian*.
7. Correct the following in all respects:  
Hull april first 18 hundred and 52 my deer ant i set down to inform you That i am usually well i should admire to see you we was all so glad when You come to

our House last february we was'nt a looking for you but in You come all of a sudden i go to school now and study my rethmetic and Grammar book i think i lern my grammar considerable Well but the master says how i dont rite Grammatical i shall Be twelve Year old come june i cant rite no more for i haint no more time to—your lovin Nefu lemucl.—(*Greene's Elements. page 72.*)

8. From Goodrich's U. S. History: "During the same month, a large quantity of public stores were burnt at Danbury, in Connecticut, by General Tryon, with two thousand men, from New York, together with eighteen dwellings." Correct in all respects.

9. Write eight sentences—the first containing *who* second person, plural number; the second, *whom* plural number, common gender; the third, *which* singular number, nominative case; the fourth, *that* second person, singular number; the fifth, *whose* plural number, neuter gender; the sixth, *thee*; the seventh, *what* in double construction; the eighth, *whomsoever*.

10. In three different propositions use the same word as a conjunction, an adverb and as a preposition. In three different propositions use the same word as an adjective, adverb and noun. In three different propositions use the same word as an adjective, conjunction and pronoun. Analyze the following: Whatever I am, I tremble to think what I may be. Victory over one's self is a victory worth talking of.

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#### SPELLING.

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Annihilate, coercion, filial, conciliate, prejudice, grandeur, fictitious, isosceles, assignee, bachelor, exhilarate, roguish, deleterious, precedent, warrior, terraqueous, resurrection, quintessence, pleasurable, discipline, penance, pinnacle, frontispiece, surgery, terrific, fanaticism, facetious, tweezers, rendezvous, discernible, inaccessible, allegeable, benefited, scurrilous, auxiliary, sophomore, exonerate, sacrilegious, chandelier, diarrhoea, mnemonic, fascinate, tongue, stretched, requiem, antecede, February, fidelity, conducive, conclusive, vengeance, aloes, abyss, inveigle, harangue, irrigation, revenue, prairie, assassinate, fricassee, burlesque, gossamer, macaroni, merino, nickel, nucleus, victuals, serviceable, porridge, accede, paralysis, tortoise, unique, fusible, rarefy, phenomena, intense, manacle, operate, mendacity, disparity, keenness, assafoetida, manoeuvre, ipecacuanha, militia, thinner, annum, innate, indelible, innuendoes, surcingle, besieging, frolicked, spoonfuls, preferred, ecstasy, mistakable, nebulae, misspelled, wampum.

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Caucus.—Gordon, in his history of the American Revolution, says this word is not of novel invention: "More than fifty years, Mr. Samuel Adams' father and twenty others, from the ship-building part of the town were wont to meet for the purpose of laying plans for the election of certain persons into places of trust and power. Most of those thus meeting were *caulkers*,—and finally the *caulkers*' meeting came to be called *caucus*."

## RESIDENT EDITORS' DEPARTMENT.

## A CALL.

*To Members of School Committees and Superintendents of Public Schools throughout the State :*

The undersigned, members of School Committees and Superintendents of Schools in different parts of the State, thinking that the good of our schools would be promoted by a Convention of School Officers to consult upon various topics connected with their special duties ; as, the proper grading of schools ; the best methods of visiting, examining and reporting upon the condition of same ; the means of securing good ventilation ; the powers of teachers before and after school over pupils in the vicinity of the school-room ; how to check tardiness and absenteeism ; the employment of female teachers in the winter season in the rural districts ; the better protection of youth from dangerous influences while at school ; what circumstances justify the expulsion of children from school ; the studies to be pursued in the different grades and kinds of schools ; what are the best rules and regulations to be prescribed by Committees ; also, to promote greater uniformity of action among School Committees, and to provide means by which these now isolated bodies may act conjointly ; to consider what additional means can be adopted to still further increase the efficiency of the schools, and to infuse new vigor into all departments of education under our control, with what other subjects may come up before the meeting,—cordially invite you to meet with us, in the Vestry of the Central Congregational Church, in Providence, on the 7th of May next, to form an organization, to attend to such business as may come before us, and freely to confer with each other on school matters.

It is desirable that each Committee send at least one duly accredited delegate to this Convention.

J. B. CHAPIN, Commissioner Public Schools of Rhode Island.

WM. A. MOWRY, President R. I. Institute of Instruction.

DANIEL LEACH, Supt. Public Schools, Providence.

JOSHUA KENDALL, Principal State Normal School.

S. S. GREENE, Professor at Brown University.

JOHN BOYDEN, Supt. Public Schools, Cumberland.

CHARLES T. BROOKS, Chairman School Committee, Newport.

STEPHEN F. RAMSDELL, Supt. Public Schools, Scituate.

T. W. BICKNELL, Barrington.

J. H. TEFFT, South Kingstown.

CHARLES L. FROST, Richmond, (Wyoming P. O.)

B. V. GALLUP, Coventry.

JAMES L. WHEATON, Chairman School Com., N. Providence.

**SCHOOL FURNITURE.**—In comparison with other kinds of manufacture, the number of those who make School Furniture is very much more limited. In the city of Boston a house is making furniture, which, in regard to finish, symmetry of form,

adaptedness to its peculiar place, is not equalled by any other within our knowledge. The rooms of the new English and Classical High School, of Providence, are supplied with oak desks from Joseph L. Ross, Esq., of Boston. They are made of solid oak, polished most elaborately. The timber is thoroughly seasoned, and they are very rich to look upon. We speak of Mr. Ross' work in this way for the benefit of those desiring to purchase. His prices are reasonable, and his work will stand the test of years of constant use. We cordially invite any teachers or committees, or others, visiting our city, to call and examine this furniture at the school-room, No. 56 Westminster street.

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#### DEDICATION OF A SCHOOL-HOUSE IN NORTH PROVIDENCE.

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THE school-house in District No. 9, an elegant and commodious structure, was dedicated to the cause of education on the afternoon of the 22nd of February, with interesting exercises. The room was tastefully decorated with evergreens, and the audience, several from a distance of many miles, quite large and very attentive.

After an address by the Trustee, Mr. G. A. Kenyon, prayer was offered by Rev. Mr. Randolph. Miss Kenyon, a daughter of the Trustee, recited an original poem in a very modest manner. Dr. Chapin, the School Commissioner, expressed his delight at the completion of the house, declaring that its architectural proportions rendered it an honor, not to North Providence only, but to the State: he also recommended parents to visit schools more frequently, and see that good officers were chosen to preside over the educational system of the town.

Miss Anthony, the daughter of Capt. Anthony, of the R. I. Cavalry, rehearsed, in an effective style, an address suited to the occasion, both in thoughts and words.

Mr. Rousmaniere, the late School Commissioner, congratulated the district on the entrance of a good school into an edifice so convenient in its internal arrangements and so graceful in its external appearance; he suggested the duties which all institutions of learning imposed on parents, how they could fasten upon children firm habits of order and application, of respect for the teacher and love of truth; he said that a teacher might master the intellect of a scholar, but fathers and mothers must obtain an ascendancy over his affections; mere instruction sharpens a few faculties, but thorough education inspires all the faculties with wisdom; if it is necessary to imprint words on the memory and scholastic rules on the intellect, it is also necessary to show in our deportment how those words may grow into righteous actions, and those rules into a homage for truth, both human and Divine.

He was followed by Messrs. Thomas Bishop and David V. Gerald, of East Providence. The first alluded to the Puritans, who built school-houses from a sense or religious duty, and he was glad to see that their descendants, even in this late period, are resolved to give to their posterity still more abundant means of education. Mr. Gerald said that in the neighboring city this day was celebrated with military display, but he believed that in dedicating a house of education on the birthday of Washington we were paying a far more significant homage to the Father of Our Country, for, as knowledge is power, so power and knowledge together are the corner-stone of liberty.

Rev. Mr. Randolph, Superintendent of the Schools in this town, arose to remark that he congratulated the town on the accession of another beautiful house for

children ; he had nothing to add to what had already been so beautifully said about developing the affections in the rising generation ; he believed that unsanctified teachers were a great evil, and that our common schools, while avoiding every thing sectarian, ought to be a place where religious truth was taught daily.

Captain Bliss, of the R. I. Cavalry, who followed Rev. Mr. Randolph, began by saying that soldiers were men of action rather than words, yet he could not refuse to say a few words in behalf of education, such as we behold it every where in the North, contrasting so forcibly with the general ignorance of the South ; *here* all are educated, *there* a few only are educated, so that unscrupulous demagogues have had power to plunge the stupid masses into the gulf of rebellion and war. His manner and sentiments touched the chord of patriotism in every breast, and evoked a burst of applause.

Mr. Robbins, of the Town's Committee, being called upon by Mr. Kenyon, rose and said, that the Trustee has shown great judgment in this beautiful edifice, but he must say that he displayed a want of taste in calling upon him (the speaker) to follow so many instructive and spirited orators.

Rev. Wm. M. Rodman closed the meeting with brief good humored remarks.

The exercises were made more interesting by singing of the pupils under direction of their teacher, Miss A. E. Bishop, under whose management the institution has flourished during the past year.

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## OUR BOOK TABLE.

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**RHODE ISLAND IN THE REBELLION.** By Edwin W. Stone, of the First Regiment Rhode Island Light Artillery. Providence : Geo. H. Whitney. 1864.

We have read this volume with great interest. There is an ease and grace in the pen of the author which is highly pleasing to the reader. Camp-life, with its varied scenes, is portrayed with that skill which only actual experience can do. This is a truthful, impartial history of the part played in the Army of the Potomac by Rhode Island soldiers. Every citizen ought to own it.

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**NATIONAL TEACHERS' ASSOCIATION.**—The proceedings of the Annual Meeting, held in Chicago, August, 1863, are now ready for distribution, and will be furnished by the undersigned to members, on their application, by enclosing five cents for postage. This edition contains : A digest of the proceedings of former meetings ; constitution ; list of members ; Mr. Russell's address at the organization, and the journal of proceedings and addresses at Chicago.

The March number of the *American Journal of Education* contains, in addition to the above, portraits on steel and biographical sketches of the Presidents—Messrs. Richards, Rickoff, Bulkley, Philbrick and Wells—and of Prof. William Russell. It may be obtained for fifty cents, by addressing Henry Barnard, Hartford, Conn.

JAMES CRUIKSHANK, Chairman Pub. Com., Albany, N. Y.



**ELLSWORTH'S SYSTEMATICALLY ARRANGED COPY-BOOKS.**—We call the attention of teachers to the articles on Penmanship which are being published in our columns; also to the advertisement of H. W. Ellsworth.

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5. *The eminently useful and practical tone of the Copies,* not only in style but in subject matter.

6. *The full and explicit directions over the Copies.*

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"THE FERRY BOY AND THE FINANCIER," is the title of a new work announced by Messrs. Walker, Wise & Co., of Boston, to form one of their popular series including the "Pioneer Boy" and the "Farmer Boy."

It is a narrative of the boy-life of the eminent Secretary of the Treasury, Hon. S. P. Chase, whose prominence among the candidates for the next Presidency, as well as his distinguished services in his important Department, renders his biography of interest to tens of thousands of readers. We are assured that the main facts in the sketch are entirely authentic. The author is a well-known literary man of wide reputation, author of the article, "A First Trip to Washington," in the *Atlantic Monthly* of April. Among the numberless books now-a-days published for the young, none are at once so fascinating and so useful as the class to which the forthcoming volume belongs: books which, while presenting truthful incidents in the early experience of distinguished public men, exhibit how, by adherence to certain fixed principles of action, by honest industry, and conscientious discharge of the smallest duties, they have risen, often from the humblest stations, to eminence; and from obscurity, have come to possess the respect and admiration of a whole nation. Such books cannot be too widely disseminated. No town or village in the loyal States but can employ the services of one agent, at least, in its circulation. The volume in question will be ready about the first of April, and sell, we presume, at the price of the others of the series, viz., \$1.25.

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**A YOUTH'S HISTORY OF THE REBELLION.**—We are glad to see that Rev. William Thayer, author of the "Pioneer Boy," and other popular works, is engaged upon a History of the Rebellion for the young, and that Messrs. Walker, Wise & Co., of Boston, will issue the first volume about the first of April. The importance of such a work cannot be over-estimated.

# Eaton's New Treatise on Arithmetic.

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Text-books, and those on Arithmetic especially, which are badly arranged, wordy and indistinct in expression of definitions and rules, ambiguous, crooked and puzzling in their manner of presenting subjects and stating examples, wear out the patience of both teachers and pupils, and produce the poorest results in scholarship, with great waste of time and labor.

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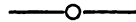
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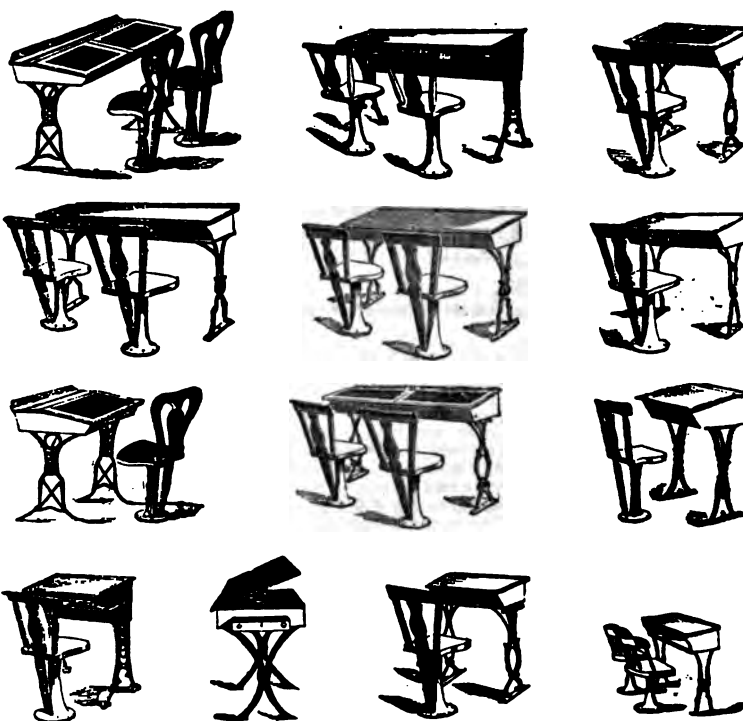
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
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VOLUME TEN.

NUMBER FIVE.

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NATURAL SCIENCE.—HEAT. NO. 2.

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EARTH, air, fire, and water, in the theory of the old alchemysts, were the four elements of the material universe. They were not simple substances but possessed a compound nature. Dryness and warmth produced fire ; moisture and warmth produced air ; moisture and cold produced water ; dryness and cold produced earth. These elements were transmutable by means of an exchange of properties. Thus, by a substitution of cold in the place of warmth in air, the air was changed to water. Water was changed to earth by a substitution of dryness for moisture. By reversing these processes the opposite elements were produced. Hence the properties of matter were subject to constant changes. Water when poured upon quick lime became stone. The addition of water to the soil caused plants to grow and attain their bulk with but slight diminution of weight in the earth where they grew. Hence the chief bulk of the plant or tree must consist of water which had become solid in the process of vegetation. If water could be transmuted to wood and stone, why should not lead and iron be susceptible of transmutation into silver and gold ? If the old alchemysts were dreamers it must be conceded that their dreams were not destitute of plausibility.

It is not a little remarkable that the philosophers of the present day are advocating a theory of transmutation more wonderful than

that of the olden time; and what is of more consequence, they are sustaining it by facts which none can deny, and by reasonings which it is difficult to confute.

In its full expression this theory asserts that "Light, heat and electricity are expressions, in different languages, of *one great power*;" that they are mutually convertible forms of energy; that any one of them may be expressed in terms of the other, and that a given quantity in one form may be made to produce an equivalent quantity in another form. As we have previously shown, the *essence* of these commutable forms of energy is considered to be motion. It is regarded as a *peculiar condition* of matter—"a vibration of its ultimate particles." Like matter itself, from which it has no separate existence, it is indestructible, and incapable of increase or diminution. The amount of actual energy in the whole Universe is regarded as fixed in its amount throughout the ages.

This theory serves to explain many perplexing phenomena. For instance, in the familiar case of friction. According to the hypothesis that heat is a form of matter, it is forced to leave the bodies, between which the friction takes place, by the approximation of their particles, from pressure; something as water is extracted from a sponge by squeezing. Singularly, however, the supply seems inexhaustible, and the heat continues to be given out without diminution of quantity so long as the friction is continued. But on the *thermodynamic* theory, the explanation becomes comparatively simple. Force is exerted to set in motion the bodies between which the friction takes place; by this friction a portion of mechanical agency is apparently destroyed, but is in reality converted into heat. So long, therefore, as the force continues to act, so long will continue the development of heat. Again, when a piece of iron upon an anvil is struck with a hammer the force of the blow seems to have been destroyed by the reaction of the anvil, while the iron is found to have been heated; hence the force of the blow has not been annihilated but simply converted into heat. Again, force is required to raise a heavy body from the earth. If now left to itself it will fall to the earth with a force equal to that required to raise it. On meeting the earth its motion ceases. No force is destroyed, for gravity continues to act; but the arrested motion of the falling body has developed a greater or less amount of heat, in proportion to the force with which it fell.

Youmans, in his Chemistry, describes a simple piece of apparatus by the action of which water is made to boil in a brass tube by causing it to revolve rapidly in contact with a piece of oak wood upon each side, thus converting mechanical force into heat by means of friction. The friction of fluids is also a source of heat. Water can be boiled in a short time by causing it to revolve rapidly in a close vessel without friction upon its surface. Hence it is said that the water of the sea is sensibly warmed by the agitation of long storms. Mercury has also been warmed by pouring it repeatedly from one glass vessel into another.

In the light of this theory we can see why it is so important to reduce, to the lowest practical amount, the friction of machinery. Every point of friction is a source of waste from the conversion of force into heat. Of this the movements of a train of cars upon a railroad furnish an excellent illustration. Without stopping to investigate, at this point, the development of heat with which to convert water into steam, we notice the obvious fact that the steam owes its expansive force to heat. Heat in transforming water into steam develops a large amount of force. A portion of this escapes with the discharge of the steam from the cylinder, and the rest disappears in giving motion to the engine and the train. Thus the heat, developed in the combustion of the fuel, becomes the source of motion in the engine. The force is exerted throughout the whole connection. From engine to tender, and through all the couplings, from car to car, it is transmitted, urging the whole train swiftly forward upon the whirling axles. But what is this wonderful mechanical force? Is it simply another form of heat disguised in the phenomena of motion? Let us consider. We notice that all the axles and other gliding surfaces are kept carefully and abundantly oiled. Were the axles left unoiled they would become heated, and the rate of progress in the train would be diminished. How can we satisfactorily account for this except upon the supposition that the mechanical force exerted is essentially the same thing as the heat by which we say it was produced; and that this force, through the agency of friction, is now regaining its former character of heat? The heat has resulted in motion; whenever and wherever the motion is arrested it results in heat. If this does not *prove* the essential identity of the two it certainly gives a very winning air of plausibility to the hypothesis.

The amount of heat developed by friction corresponds to the

amount of force producing it. The brakeman upon the railroad understands this fact. When he wishes suddenly to arrest the progress of the train, he plies the brakes with the greatest possible vigor. The result is that the motive power of the train is transformed to heat by the friction, with the exhibition of smoke and sparks and flashes of fire. The same thing takes place in the launching of a ship, the rapid passage of a rope over some point of attrition, the burning of particles of steel struck off by a flint, in the rubbing together of the hands, and other instances innumerable.

But our philosophers not only contend that heat and mechanical force, or motion, are mutually convertible, but that the relative equivalents of each can be precisely estimated. In order to do this it was necessary, as in other comparative estimates of quantity, to fix upon some appropriate *units of measurement* for both heat and force. The unit selected for heat is one pound of water raised through one degree of the scale of Fahrenheit; the unit of force is one pound avoirdupois falling through one foot of space. This last is called the "*foot-pound*." The first demonstration of "*the mechanical equivalent of heat*" is attributed to Dr. JOULE, of Manchester, England. He instituted various forms of mechanical action, and carefully noted, in each instance, the amount of force exerted and the amount of heat produced, and found that the same exertion of force, *whatever materials were employed*, developed "the same absolute amount of heat." A pound weight in falling through the distance of seven hundred and seventy-two feet, or a seven hundred and seventy-two pound weight in falling one foot, and then having the motion arrested, was found to produce sufficient heat to raise the temperature of one pound of water one degree in temperature. Hence the unit of heat was declared equal to seven hundred and seventy-two units of force. In confirmation of this decision, among other things, it was subsequently found that "An electric current which, by resistance in passing through an imperfect conductor, produces sufficient heat to raise one pound of water one degree, sets free an amount of hydrogen, which, when burned, raises exactly one pound of water one degree. And again, the same amount of electricity will produce an attractive magnetic force by which a weight of seven hundred and seventy-two pounds may be raised one foot."

The production of heat by chemical action becomes, in this connection, an interesting subject for investigation. In the case of the train

upon the railroad, it invites us to look behind the movements of the piston-rod in the engine, and to seek the source of the power which drives the piston. This leads us to examine the phenomena of *combustion*, and suggests again the progress which has been made in science since the days of the alchemysts, or even since the discovery, by Priestly, two years previous to the Declaration of Independence, of what he denominated *dephlogisticated air*; and which, from the acid character of its combustions with the metalloids, was afterwards called oxygen. The theory in time of Priestly was that there existed in all substances which could be burned an ethereal principle called *phlogiston*, the escape of which was the cause of combustion. The remains of any substance after burning, and such bodies as would not burn, were said to be *dephlogisticated*, or deprived of their *phlogiston*. Oxygen was found to produce intense combustion; hence Dr. Priestly supposed it destitute of phlogiston, and that the burning was caused by the rapid abstraction of this "ethereal principle" from the burning body. Hence the appellation *Dephlogisticated Air*. Lavoisier, of France, gave the death-blow to this theory by the use of the balance. According to the theory, any body, after being acted upon by oxygen, should weigh less than before, in consequence of the loss of its phlogiston. Instead of this, it was found, when all the products of combustion were retained, that the weight was increased. The conclusion, therefore, was inevitable, that the oxygen, instead of abstracting anything from the burning body, itself entered into combination with it and thus added to its weight. Thus the phlogistic theory was thoroughly exploded.

According to the *thermo-dynamic theory*, the heat of combustion arises from the "conversion of the motion of chemical atoms into heat vibrations." In order to understand this we must conceive the atoms of bodies to be separated from each other by intervening spaces of considerable magnitude; as they undoubtedly are when absolutely considered. The atoms of combustible bodies and those of oxygen having for each other a powerful and mutual attraction, rush together in every possible direction, while, by their collision, their motion is arrested and the force which produced it manifests itself in the phenomena of heat. In the case of the locomotive, this heat is again converted into mechanical force in changing the water contained in the boiler into the form of steam; and acting on the piston of the engine, puts the train in motion. We have, therefore, only to deter-



mine the number of units, or "foot-pounds," of force produced by the combustion of a pound of coal or other fuel to enable us to decide upon the quantity required to accomplish any specified amount of work.

The development of heat by arrested motion, particularly in regard to the heat of the sun, must be reserved for future consideration.

I. F. C.

#### A SISTER TO HER DYING SOLDIER BROTHER.

SPEED away, speed away, on thy heavenly flight,  
Bright angels are waiting thy coming to-night.  
They will welcome thee home to the land of the blest,—  
To scenes bright and fair, to a heavenly rest.  
From the tumult of battle forever to stay;  
Speed away, speed away, speed away.

There our mother will greet thee, and father so dear;  
There sweetest of music thou ever shalt hear.  
No more for thy country to toil and to fight,  
Thy soul shall be welcomed in heaven to-night.  
Brave soul, thy departure I would not delay,  
Speed away, speed away, speed away,

When the banner you loved, the Red, White and Blue,  
Mounts in triumph on high—the conflict all through—  
Thy comrades will weep for the hero who died,  
And spilt his best blood as he fell by their side.  
They will weep; but rejoice, thou art safe from life's fray,  
Speed away, speed away, speed away.

Go, brother, and pray our dear Saviour for me,  
That soon from life's burdens I, too, may be free.  
That life's golden pitcher may break at the fount,  
That soon I may join thee on Zion's fair mount.  
Go tell him, dear brother, I long for the day,  
Speed away, speed away, speed away.

*River Point, March, 31, 1864.*

FRED.

CARDINAL.—From the Latin *cardo*, signifying *hinge*; cardinal literally means *pertaining to a hinge, or hinging upon*.

## HO, FOR CALIFORNIA !

[WE find in the able and voluminous Report of the Superintendent of the Schools of California, the following account of salaries paid teachers. Rather hard look for Eastern teachers who contemplate emigrating to the land of gold.]

“ The average salary of all the teachers, male and female, in the State, is found by the returns to be eighty dollars per month ; but as the average time for which schools are maintained is only six months, and as teachers are paid only for time actually employed, the average annual salary is only four hundred and eighty dollars. The total amount paid for teachers' salaries during the year, was three hundred and twenty-eight thousand dollars, divided by the whole number of teachers employed, it will give three hundred and fifty-seven dollars to each.

“ Out of this annual average salary teachers must board and clothe themselves, and pay their income tax ! An average servant girl receives three hundred dollars a year, *and her board* ; an average farm hand gets the same ; and even an able-bodied Chinaman gets three hundred dollars a year, boarding himself. The lowest monthly wages paid to any male teacher was twenty-nine dollars, the teacher boarding himself. A missionary ought to be sent to that district at once by the State Educational Society.

“ What kind of talent can be commanded at such rates ? Few schools in the State pay a salary sufficient to induce men of capability and experience to remain long in school ; as soon as they can make an escape from the school-room into some other pursuit, they shake the dust from their feet as they cross the threshold, and leave the place to be filled by some raw recruit whose *cheapness* is his only recommendation. It is an old and true maxim, ‘ As is the teacher, so is the school ; ’ and it may be added, as is the salary, so is the teacher. Until trustees are willing to pay better salaries, the character of the schools cannot be permanently raised.

“ Occasionally a good teacher, just arrived from the East, will take charge of a school long enough to get the means to travel somewhere else ; but permanent teachers cannot be obtained.

“ A New York County Superintendent remarks :

“ ‘ Is it true that the education of our children is *really* of less

value than any of the other objects and pursuits in life that men are engaged in? One thing is certain, that less wages are paid to worthy, qualified, and faithful teachers of children than to laborers of the same qualifications in any other calling, while, at the same time, it cannot be denied that the teachers of our State are doing more to form and direct the habits of thought and mould the characters, mental and moral, of the next generation than all other professions and callings combined. It is true, complaints are made that teachers do not qualify themselves properly for the performance of their high and responsible trust; and this complaint is just, in many instances; but it is equally true that more than half of our best qualified teachers are literally starved out of the profession—not because they prefer some other, but because necessity compels them to flee to something else to get bread for themselves and families. Now, how can our schools be elevated to and maintained at that high standard which the best interests of our common country, the prosperity of our State, and the welfare of our individuals require, so long as the present system continues of thrusting out our devoted and experienced teachers and supplying their places with those who will work cheap?”

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#### OBJECT LESSONS.

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WHILE teaching reading, spelling, arithmetic, and their associate studies, it is very essential that these should be connected with the objects of nature and art by which the pupils are surrounded, since it is in relation to these only that this knowledge will be chiefly useful. It is also important that this early instruction should be so imparted as to prepare the way for, and lead to the subsequent studies of the higher schools.

Here, then, is the true province of object lessons. They furnish the appropriate *means* by which the faculties of children may be properly trained in habits of acquiring knowledge, rather than the knowledge to be imparted. When rightly presented, object lessons comprise methods of instruction which are the most successful, because they employ processes most natural to children in gaining knowledge.

To meet successfully that fondness for variety, or love of novelty,

so prominent in children, and at the same time secure a thorough culture of their minds, the subjects should be presented in those different aspects which will attract their attention to the various parts, and readily combine these so as to give complete and clear ideas of the whole. Therefore, it is, that in giving object lessons, we direct the attention of children to the *form* of objects at one lesson, to the *color* of objects at another, to their *sizes, parts, qualities, uses, &c.*, at other lessons. During these lessons the children are led to observe the single quality under consideration, in a variety of objects. Subsequently, as exercises appropriate for a more advanced class, a single object may be examined with a view to observing all its parts, shape, color, size, qualities, and uses.

The simple lessons in natural history, upon animals, plants, and minerals, are all exceedingly appropriate and attractive to children in the Primary Schools, when the lessons are properly presented. Their importance must be readily conceded when it is remembered that one of the prominent objects of this stage of education, is the formation of habits of observation of the works of nature and art, as a very important aid in the attainment of the studies pursued with books, and as the best of foundations for subsequent acquisitions in natural history, science and philosophy.—*New York City School Report.*

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#### THE STUDY OF GRAMMAR.

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“WHAT is the use of studying Grammar?” is the anxious inquiry of many a school-boy who has whiled away the tedious afternoons of several terms poring over that driest of all books. If he is a conscientious boy he has committed the lessons assigned him from a sense of duty and to escape the frown of his teacher. But love such a book he cannot. It is perfectly meaningless to him.

He has made good recitations in it and ranks well as a scholar, but he might as well have spent so many hours every day in committing to memory a table of logarithms as for any good he has yet received. The good, if any anywhere, is all future. But in what does it consist? That is a puzzle he cannot solve. If he makes bold to ask, he is told that a knowledge of Grammar will enable him to talk properly. But what is *properly*?

His older brothers at home are as much in the dark as he. They learned to parse, but parsing to them was mere formula, or jumbles of words to be applied to each word in the sentence, and the only difficulty was found in applying the prescribed model to the right words in turn. They were considered experts in the art when they could do this without saying to a *noun* what should be said when a *verb* was the subject of consideration, and *vice versa*. That such is practically the experience of a majority of the pupils in our common schools, and the result of their efforts to learn the key of correct speaking and writing needs no proof. Evidently the object in view is not reached. There is a *radical* defect. Whether it is in the text-book, teacher or pupil, is perhaps a matter of opinion. Each may be in part responsible for the failure. Our text-books fail to bring before the mind the true *idea* of Grammar with sufficient distinctness.

They give the impression that it consists in arbitrary classifications of words with certain mysterious relations to each other.

The teacher assigns the lessons in the order of the text-book, and requires a perfect recitation, meaning by it that all questions whose answers are found in the book are to be promptly answered. This may be done satisfactorily, and yet the pupil not have the least conception of the meaning of what he recites. He learns that "a verb is that by which something is affirmed." But what is "affirmed"? he, perhaps, never heard the word before. Tell him the verb is the *back-bone* of the sentence, and nouns and pronouns are like the other bones of the body attached to the main column or to each other by ligaments or hinges, which in language are called prepositions. Explain the nature of the different parts of speech until they can be classified by their respective relations, and not expect the pupil to parse by definitions nor dictionaries until he is master of the more simple method. Present to his mind the idea in language he can understand, and not compel him to search for it in an assemblage of words that are all strangers to him. When he can analyze a sentence correctly, let him learn more about the forms of words, their changes and "various modifications."

The last step is to unravel the idioms of the language. To enable him to do this, put into his hands a text-book which itself explains them, if such a desideratum can be found. These *unruly* expressions are passed by with the most casual notice in many of our Grammars.

They are said to be equivalent to some other knotty phrases with no word of explanation for either.

It is a good drill-exercise to give a class a list of common erroneous expressions with some which are proper, and require them all to be brought in correct at the next recitation. Such practical applications of the rules of Grammar will do much to explain the advantage of a thorough acquaintance with its principles. H. M.

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NEW NATIONAL SONG.

BY EUGENE BATCHELDER.

THE life we live, we live for thee,  
Columbia, fair Columbia !  
No land so happy, fair and free.  
As happy, fair Columbia !  
Brave souls are battling for the right,  
Brave hearts are rushing to the fight,  
The Nation rises in its might,  
For happy, fair Columbia !

Through all doubt, all storms, all tears,  
Happy, fair Columbia !  
Thy flag shall float for endless years  
O'er happy, fair Columbia !  
Traitors shall be swept away ;  
Rebels shall the laws obey ;  
Slavery vanish in dismay  
From Happy, fair Columbia !

Chivalrous shouts of every age,  
Columbia, free Columbia !  
Shall read thy bright historic page,  
Columbia, free Columbia !  
All lands, all ages shall agree  
That thou alone art truly free,  
And hail thee Queen of Liberty,  
Columbia, free Columbia !

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. ARNOLD ON PUNISHMENT IN SCHOOLS.—“The beau ideal of school discipline with regard to young boys would seem to be this :

that while corporal punishment was retained on principle, as fitly answering to and marking the naturally inferior state of boyhood, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle."

Speaking of the Rugby School, he says :

"Flogging will be only my *ultimo ratio* ; and talking I shall try to the utmost. I believe that boys may be governed a great deal by gentle methods and kindness, and by appealing to their better feelings if you show that you are not afraid of them. \* \* \* But of course deeds must second words when needful, or words will soon be laughed at."

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#### MISTAKES OF EDUCATED MEN.

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DEEM it not below the dignity of the occasion, that I urge upon you *the duty of cultivating good manners*. Young men often make a serious mistake on this point. They think, if they only have the substance, the form is of little moment. If they acquire learning and professional skill, that is all they need. They can work their way through by main force. It is a mistake. A man *may* have such extraordinary force of character and talents as to compel the path of promotion to open before him. But promotion so gained, is gained at entirely too great a sacrifice. It is gained in spite of a very heavy drawback. The same amount of intellectual force, combined with suitable manners and address, would have accomplished three times the result. A surgeon may remove a limb with the dull, heavy cleaver of the butcher. But he would hardly be thought to be wise in preferring such an instrument to the keen, well-tempered blade suited to his profession. By the use of a sort of brute force, you may undoubtedly make a certain amount of impression. But if you would cut deeply, or use your force wisely, look well to your manner. Its power in human affairs is almost unbounded. Who that has ever been brought into contact with a highly educated Quaker, such for

instance as the late Joseph John Gurney, but has felt the controlling sway of beautiful manners? It was difficult in the presence of that man to say what it was that affected you so powerfully. Other men have had a smile equally benignant, a voice equally melodious, a gait and motion equally graceful, a goodness of heart, a sweetness of disposition, a gentleness and openness of speech equally inspiring confidence. It was somehow the infinite delicacy with which, whatever there is to charm in voice or word or look or gesture, was in him so finely tempered together that you felt as if mingling with a being of a superior nature, and yet felt quite as much at your ease as if talking with those of common clay. It was real Christian goodness of heart speaking out through the whole man. The very hem of his garment seemed to speak. To analyze the manner of such a man and detect its hidden mystery, is like attempting to analyze a delicate perfume. The most ethereal of its occult essences are sure to escape you. You only know in such a case that there is true Christian charity at the bottom, that there is varied knowledge and intellectual power, and that every adventitious advantage of person and dress is used to give to whatever is said or done its very highest and happiest effect. Such a manner is the fruit of long-continued and most assiduous cultivation. It is indeed to some extent a gift of nature. But it depends still more upon culture and art. It does not lose its power with the loss of youth; on the contrary, it often increases with years. Men and women in extreme old age have been known to possess a sweet attractive grace, an actual power of fascination, which the young could by no means equal.

That which I recommend to you, is not to be won from the dancing master or the tailor. No one can be insensible to the claims of graceful posture, movement and costume. But the charm of manner of which I have been speaking lies deeper than these. It is no outside varnish. It springs from real goodness of heart, from a life hid with Christ in God. It is Christian charity clothing itself spontaneously in fitting external expression. It gives beauty to the plainest face, it teaches winning words and ways to the most ignorant. There lives at this moment, in the town of New Hartford, Connecticut, in a small unpainted house by the roadside, some two miles from the village, a poor woman by the name of Chloe Lankton, bedridden with an incurable disease. For twenty-seven years she has lain in that humble apartment, unable to rise, or to be removed, the subject of



continual bodily pain, and at times of such excruciating pain, as to make her continued life a continued miracle. Her father, her mother, her four sisters have successively died before her eyes and been carried out to their long home. She has been for many years left alone in the world, with no means of support but that which occasional and unsolicited charity has sent her, and with no stated companionship but that of a common hired domestic. Yet the grace of God has so wrought in the heart of that lone woman, that her very face is said to beam with angelic sweetness, and all who go to see her come away charmed, as if they had been to visit the abode of a princess. Young people for miles around visit her, not in the spirit of compassion, but for the pleasure they find in her companionship. The very children troop to her abode to show her all their latest treasures, and no new dress, or doll, or knife, or kite is thought quite complete, till it has had the approval of their dearest confidant and friend. What has given this lone invalid such power to captivate and charm both old and young? Nothing but the Spirit of the living God, working in her a heavenly sweetness of character, that finds a natural expression in all lovely and beautiful ways.

If then you would have truly good manners, in their very highest type, seek, first of all, goodness and purity of heart. Be filled with a kind and loving spirit. Drink largely of that charity which doth not behave itself unseemly, and which seeketh not her own, which suffereth long and is kind. Good manners are only the natural expression of unselfish benevolence. If this be wanting, they are a cheat and a sham. But having this, you will not count the slightest article of dress, the most inconsiderable movement of the limbs or the person, the most trifling word on the most ordinary occasion, as beneath your care and study, if thereby you can add in any degree to the happiness of any human being.

One thing more, and I have done. Every American school-boy, it is said, expects at some time to be President. The aspiration which I commend to you, is humbler in its aim. In the nature of the case, few can win that dazzling prize. One attainment, however, is within the reach of every one of you. You may all have a spirit of pure and lofty patriotism. This, then, young gentlemen is my last suggestion to-day. Be truly loyal to the dear land which gave you birth and nurture. Cultivate a nice sense of personal honor, which shall keep you unsullied even among the corruptions of party

politics. Aim in all public affairs to do right, rather than to gain place or power. As Henry Clay once said, on a memorable occasion, when pressed to desist from a certain course, lest it should endanger his election, so you, too, may proudly say, should the alternative ever be placed before you, "GENTLEMEN, I HAD RATHER BE RIGHT, THAN BE PRESIDENT!"—JOHN S. HART, LL. D.

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## TALKS ABOUT TEACHING.

TEACHERS are a wonderfully rotative class. Great numbers annually enter the ranks who have neither the intention or desire to remain any longer than necessity shall compel them. They wish to use the profession simply as a stepping-stone to something which, in their estimation, shall be higher and better—or, as a turnpike that shall pass them from one field of labor to another more luxurious and inviting. Of course by such a system our schools are made to suffer. A teacher who does not possess devotion and love for the profession sufficient to make it a life-time business, has not in a scriptural sense, "a mind for the work," and, of course, will succeed but indifferently.

Reader, are you one of that class who contemplate entering the school-room for a few months, or, at the most, for a few years only? *Don't you do it.* If you have certain ends to attain, or purposes to accomplish, don't use the sacred office of teaching as a tool merely to carry forward your designs. Suppose a physician, for a few years only, should take up the practice of medicine, just to help himself to something more lucrative in future, and should establish himself in your immediate neighborhood, would you in case of sickness employ him for yourself or friend? Or would you engage the services of a wandering architect to construct for you an elegant residence; or of a mendicant tailor to cut and make you a nice fitting garment? Not, we presume, while you are able to secure the services of other physicians or artisans less peripatetic. Be persuaded, then, to forbear assuming the responsibilities of a teacher's life, unless you intend to sustain those responsibilities so long as God shall grant you the ability.—*Conn. Com. School Journal.*

## VISIT PARENTS.

WHEN visiting a most excellent school in the Connecticut Valley, the Principal, who is one of the most experienced and successful teachers in the State, said to us: "I never had any difficulty with the School Committee, or the parents of my pupils. When I have foreseen danger of misunderstanding, I have always visited them, and thus forestalled the trouble. This method has uniformly been effective."

We often find occasion to reiterate to our fellow teachers the counsel, "Visit the parents." A few months since we found the Principal of a High School in trouble. He had struck a severe blow upon the head of one of his pupils. When the attendant physician expressed his fear that the blow would result in the loss of the sight of one eye, the parents very naturally felt incensed and aggrieved. We chanced to meet the Principal the very day of this occurrence, and our advice to him was, visit the parents at once. Acknowledge your mistake. Express your regret and sympathy. Assure them that you will never strike a scholar on the head again. A frank confession that you did wrong, is due them, and will be most likely to conciliate. We at once saw that our advice was unwelcome. Instead of visiting the parents, he sent them a letter, denouncing their son in very harsh language and justifying himself. The result was, that teacher soon left the school, and the town.—*Mass. Teacher.*

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THE POET AND THE MILLIONAIRE.—A Boston correspondent of the Cincinnati *Gazette* is responsible for the following:

"I heard the other day of a *bon mot* made by Longfellow, the poet. Young Mr. Longworth of your city, being introduced to him, some one present remarked upon the similarity of the first syllable of the two names. 'Yes,' said the poet, 'but in this case I fear Pope's line will apply:

"*Worth makes the man, the want of it, the fellow.*"

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For girls, domestic education should be as stringently insisted on, as public education for boys.

## PENMANSHIP.—ITS THEORY AND PRACTICE.

BY H. W. ELLSWORTH.

In the preceding article we began an analysis of the individual letters of the alphabet, in the order of their similarity of construction, as shown by previous classification. Careful attention to the natural relations of the letters, as developed by this method, enables us to perceive a law by which the several letters of each class might be formed into groups, and thus abbreviate the process of analysis by representing an entire group in one cut. We shall adopt this plan in the present article, and proceed to finish the subject of analysis by examining the remaining classes, viz.: The third class of small letters, and the first, second and third classes into which the capitals are divided.

## SMALL LETTERS — THIRD CLASS.

This class may be divided into six groups. The First Group comprises *i* and *o*, as in Fig. XXIX.

Small *i* is formed from the type of the class by turning to the right upon the line as its characteristic, finishing with a concave terminating curve.

Small *o* is formed from the type like *i*, except that the termination is brought inward toward the stem, and cut off like *ω*, forming its characteristic distinction. The width of the finish of *o* is the same as the loop, viz., once the width of *o*. The loops of *i* and *o* should be twice the length of *o*.

The Second Group comprises *h* and *k*. See Fig. XXX.



Fig. XXIX.



Fig. XXX.



Fig. XXXI.

Small *h* is formed by adding to the upper half of the type, the second class type, as its characteristic, making an angle where united, and finishing with the usual terminating curve. Small *k* is formed like *h*, with a loop or kink in the added part as a characteristic.

Attention to the crossing of the curve in the type, is especially necessary in forming this group. Care must be taken, also, that the downward strokes in *h* are parallel, straight, and the width of *o* apart. The finish of *k* is twice the height of *o*, and should never be shaded or given a careless *smack*, as is often seen. It is a difficult letter to form, and should be carefully mastered.

The Third Group comprises *y* and *j*. See Fig. XXXI.

Small *j* is formed by prefixing the *concave curve* to the lower half of the type, and dotting like *i* as its characteristic.

Small *y* is formed, by prefixing the type of the second class of letters to the *j* as a characteristic, omitting the dot.

In making *y*, be careful and have the down strokes parallel, as in *h*; also see that the *j* part is equal to the *v* part in height. The *y* is *h* inverted.

The Fourth Group comprises *g*, *b* and the figure *g*, as in Fig. XXXII.

Small *g* is formed by prefixing the second class type modified as in *a* to the *j*, so as to close the letter at the top.

Small *q* is formed like *g*, except that the *j* part is turned to the right, instead of the left at the bottom, and *folded* as its characteristic distinction. The same care is requisite in forming this group as in *a* and *d* of the second class, that the oval may not be encroached upon by the downward stroke, and avoiding a *hook* or *gap* at the top. In forming *q* the returning mark from the bottom should be kept close and parallel to the stem until the ruled line is reached, when it passes on to the letter *s*, which always follows *q*, in our language. Some writers stop the pen at the line before passing to the *u*, something as in *f*, in order to secure the concave curve of *u* with more certainty.



Fig. XXXII.



Fig. XXXIII.



Fig. XXXIV.

The Fifth Group comprises *z* and initial *s*, showing their similarity. See Figure XXXIII.

Small *z* is formed by prefixing the second class type to the lower half of the third class type, with a loop and shoulder as its characteristic.

The Sixth Group comprises *f* and long *s*, the type of the class. See XXXIV.

Long *s* is the type itself. It is used as a letter only when *s* is repeated. It then precedes short *s*.

Small *f* differs from long *s*, as *q* differs from *g*. It resembles *b* in its formation, but differs from it in extending below the line. In folding *f* do not carry the pen across the stem, but *pin* it against it at half the height of *o* from the line.

#### CAPITALS—FIRST CLASS.

This class may be resolved into five groups. The First Group comprises *A*, *N* and *M*. See Fig. XXXV.



Fig. XXXV.



Fig. XXXVI.



Fig. XXXVII.

Capital *A* is formed by placing the straight line to the right and under the top of the type stem, as a support, terminated with a proper connective.

Capital *N* is formed like *A*, with the addition of a convex terminating curve as its characteristic.

Capital M is formed like N with the direct oval added as its connective and characteristic.

The general structure of these letters should be triangular,—the base broader than the top. To secure this, care must be taken to bring the stem well to the left in descending. The inner spaces of these letters at the top and bottom should each be equal to small *o* in width.

The Second Group comprises T and F. It may be represented as in Fig. XXXVI.

Capital T is formed by placing one type or stem horizontally over the top of another in the usual oblique position, forming a cap as its characteristic.

Capital F is formed like T, with the addition of a characteristic cross and dot at the middle of the oblique type. Attention to the adjustment of the cap of these letters is of the greatest importance. It must never appear *perched* upon the top of the stem, but rather *hung* over it, by forming the small loop of the cap on the left, as near to the stem as possible without touching it. Sometimes the large oval finish at the top is restrained, and formed no larger than the one on the left, in which case the pen is not raised in making the letter.

The Third Group comprises P, B, and R, and is represented in Fig. XXXVII.

Capital P is formed by placing the capital loop over the type as a characteristic.

Capital B is formed like P, with the addition of the *indirect* or rightward oval united to the cap by a small loop, as its characteristic termination.

Capital R is formed like P with the addition of the *direct* or leftward oval united to the cap by a small loop as its characteristic termination.

In forming P the cap should be adjusted so that its centre of gravity will appear over the middle of the supporting stem, and not over its extreme top, as is quite customary. To secure this appearance, the cap should be fullest on the *left*, and the space upon the right of the stem should not exceed the width of *o*.

All caps and ovals in this group must partake of the general slope of the letter, except the one at the base of the stem, which should slant toward the middle of the stem, as indicated by the dotted lines. Ovals at the top and bottom of these letters must never interfere with one another. The small loops at the centre of B and R should point *upward toward left*. Care must be taken that these letters do not present a *hunchback* appearance.



Fig. XXXVIII.



Fig. XXXIX.



Fig. XL.

The Fourth Group comprises S, L and G. See Fig. XXXVIII.

Capital S is formed by prefixing the concave curve to the capital stem, forming a loop at the top as its characteristic.

Capital L is formed like S, except its termination, which is another type of the same kind, placed in a horizontal position at the bottom of the letter forming its characteristic termination.

Capital G is formed by commencing like S or L, turning at the top and forming two-thirds of the leftward oval, and then reversing the movement, ending with the type. Its characteristic is the oval united to the type reduced in size.

The stem is more curved than usual, in forming S and L. The loop at the top must be the same as the looped small letters, viz., twice the length and once the width of small o. The crossing should be by an oblique movement toward the right, similar to the shoulder in r and s, and the oval at the base should be divided equally by the first upward curve. In finishing L the horizontal type should cross the oblique one *where the curves composing it are compounded*; not afterward.

The Fifth Group comprises I and J. See Fig. XXXIX.

Capital I is formed by prefixing the capital loop to the stem as the characteristic of the letter.

Capital J is formed like I, the type being straightened and prolonged below the line as its characteristic.

In forming these letters *the cap should always be made first*, by an upward rolling motion. The pen should not be lifted at the top, but return through the loop, turning upon the ruled line for I, and descending below it for J. J should never be made short like I, except when the whole word is written. It is best, however, never to make J on the line, like I, as it is frequently of great annoyance in determining initials.

#### SECOND CLASS.

This class may be divided into three groups. The First Group comprises O and C. See Fig. XL.

Capital O is formed from the type of the class by coiling the terminating curve inside of the oval on the left, as its characteristic.

Capital C is formed by prefixing the convexo-concave curve to the type by a turn to the left at the top of the letters; forming a loop half its length, and finishing the oval at half its usual height, as a characteristic.

Care should be taken not to carry the top of C too far forward.

The Second Group comprises E and D, and may be represented as in Fig. XLI.



Fig. XLI.



Fig. XLII.



Fig. XLIII.

Capital E is formed by uniting one small type to the top of a larger one by a loop near the middle of the letter as a characteristic.

Capital D is formed by circumscribing the oval about the capital stem, uniting them at the bottom by a turn to the left.

In making E the central connecting loop should point obliquely toward the left, and must never be carried to the *right of the line of slant*, at the sacrifice of the letter. A similar caution must be observed in forming D,—not to carry the horizontal loop at the bottom to the *left* of the line of slant through its centre. Also be careful that the contour of D be not too nearly *round* instead of oval.

The Third Group comprises H and K. See Fig. XLII.

Capital H is formed by prefixing small y to capital C as its characteristic.

Capital K is formed like H, but with its characteristic loop or kink on the right. The space between the y part and C part at the centre, as well as the loops of these

parts should never be less than small *o*. The C part may exceed the height of the *y* part by once the length of *o*.

### THIRD CLASS.

The First Group comprises current M and N. See Fig. XLIII.

In forming these letters care should be exercised in grading the descent of each successive part added to the type, as indicated by the dotted line in the figure; being careful that the first curve of the loop is the highest, and the steps equal, leaving the last one step above the small letters.

The Second Group comprises W, Q and Z, as in Fig XLIV.

In forming these letters care is necessary to give the letters the requisite stability of appearance. The resting points of W should be separated the length of *o*, and the alternate spaces should be uniform. Q should rest upon the ruled line at two points, each once the length of *o* from the crossing, which must be elevated above the crossing. Do not finish Q with a complete oval, but pass directly from the last resting point to the small letters. The peculiarity of Z is its shoulder. The first of the letter is formed like Q, when, instead of forming a compound curve the rightward oval is elongated below the line, and finished, crossing itself on the right of the connecting loop.



Fig. XLIV.



Fig. XLV.



Fig. XLVI.

The Third Group comprises X, T, F, H, and A, as a resultant letter. See Figure XLV.

This group is formed in a manner quite similar to the second. We will, therefore, leave the reader to carry out the analysis.

The Fourth Group comprises V, U, and Y. Fig. XLVI.

The termination of V and U should be graded below the loop like current M and N. Care should be taken that the inner spaces are not too broad at the top,—a common error in forming this group.

We have ventured to extend the foregoing analysis beyond the limit originally assigned for this article, trusting to its importance as a proper means for the study of the alphabet, to secure for it an insertion and the indulgence of the editors and readers of THE SCHOOLMASTER.

The next article will relate to "Position and Pen Holding," and the concluding article to "Hints for Conducting Writing Classes."

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In the blackest soil grow the richest flowers, and the loftiest and strongest trees spring heavenward among the rocks.



## QUESTIONS FOR WRITTEN EXAMINATIONS.

## QUESTIONS IN MENTAL ARITHMETIC.

[THE following problems were taken from "*Greenleaf's New Intellectual Arithmetic*," published by Robert S. Davis & Co., Boston.]

1. I went to the city with  $\$5\frac{1}{2}$  in my purse; I spent 1-10 of it in paying my fare, 1-9 of the remainder for a reading-book, and bought with what was left twice as many grammars at 20 cents apiece, as I did spelling-books at 15 cents apiece; how many did I buy of each?
2. A barrel of flour and a cord of wood cost  $\$17$ , and 2 barrels of flour cost  $\$10$  more than a cord of wood; how much does each cost?
3. A hare starts 25 leaps in advance of a hound, and takes 4 leaps to the hound's 3; but two of the hound's leaps equal 3 of the hare's; how many leaps must the hound take to overtake the hare?
4. A cask capable of holding 75 gallons, contains 50 gallons of wine; if enough water be poured in to fill the cask and one-third of the mixture be drawn off, and then 10 gallons of water be poured in and one-sixth of the mixture drawn out, how many gallons of wine and how many of water remain in the cask?
5. A wolf can eat a sheep in  $2\frac{1}{2}$  days, a hound can eat it in  $3\frac{1}{2}$  days, and a mastiff in 4 days; after the wolf has eaten  $\frac{1}{2}$  of a day and the hound  $\frac{1}{2}$  of a day, how long will it take the hound and mastiff together to eat what remains?
6. A lady has 2 silver cups, and but one cover for both; the cover weighs 10 ounces; now, if the cover be put on the first cup, it will make the weight double that of the second, and if the cover be put on the second, it will make the weight triple that of the first: what is the weight of each?
7. A father said to his son, "4 years ago I was 3 times as old as you, but 8 years hence I shall be 2 times as old as you"; what was the age of each?
8. A farmer employed 3 men and 3 boys one day for  $\$5$ , and another day, at the same wages, 4 men and 6 boys for  $\$8$ ; what was the daily wages of each?
9. Three men, A, B, and C, each have a sum of money in their pockets; A has  $\$3$ , A and C together have 3 times as much as B, and B and C together have 11 times as much as A; how much have B and C, respectively?
10. Smith, Jones, and Brown each have a sum of money at interest at 5 per ct., and these sums are to each other as  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and 1-6, respectively; the annual income of the three sums taken together is  $\$90$ ; what is the principal that each on has at interest?

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THE School Commissioner's Tenth Annual Report of Public Schools of the State of Ohio, for the year ending August 31, 1863, sets forth the condition of the Schools as gratifying. Mr. E. E. White is an able school officer.

WE have received the Report of the School Committee of the town of Bristol. The report is an able paper, and deserves to be generally read. Joshua Kendall, Esq., is the Chairman.

## RESIDENT EDITORS' DEPARTMENT.

**RE-UNION AND LEVEE OF THE HIGH SCHOOL ASSOCIATION.**

THE Annual Reunion of the Providence High School Association took place Wednesday evening, April 20, at the hall of the Infantry Armory. A large number of the past members of the school were in attendance, and made the occasion a pleasant and joyous one.

Mr. Daniel T. Lyman, the President, welcomed the members to the pleasantries of the occasion in well chosen words, and introduced Mr. J. Erastus Lester, who very happily addressed the Association. After an appropriate introduction, he spoke of the objects of the reunion, substantially as follows:

"Summoned from the various walks of life, we have come up here to enjoy an hour of social festivities, to meet together where we can greet the friends of youth and mingle in happy recollections the memories of our High School days. Many are the happy hours which we have passed within that dear old High School building on yonder hill, and with fondness and with love our minds recur to the memories of its classic halls.

"We have now left the High School, and are in the great arena of life, to do battle for ourselves, to make a destiny. Scenes are changed, our thoughts, our aspirations, our sentiments, all are changed. Daily we are brought into contact with the stern realities of life, which seem at times to baffle our best energies. Let us make a high and noble purpose the mainspring of our lives; let us place our beacon light high up in the heavens, that it may peer brightly above the clouds and the darkness of corruption and sin which surrounds us. Keep truth, justice and honor upon our side, and a life of usefulness in our appropriate sphere awaits us all.

"While we enjoy our social hour, let us not forget those whose faces were once so familiar, who are now far away upon the battle-field in fierce conflict for the honor of their country's flag. As they went forth from our midst, our best wishes and earnest prayers accompanied them. They may be assured that though absent long, still they have a place in our memory, and a prayer from our heart of hearts goes out for their safety;

'The life we live we live for thee,  
Columbia, fair Columbia,'

and buckling on their armor, they forsook their homes to do battle in their nation's service. We cherish the hope and breathe the prayer that this fratricidal war, deluging our common country in blood, and carrying desolation into so many households, may soon be ended, that our comrades in the field may be returned to us, to friends, and in safety; and that our bleeding country may yet emerge from this sad conflict a united and prosperous people, and that all our free institutions guarantying to us our dearest rights, for which our ancestors fought upon the historic fields of England, and for which our fathers bled in the sacred battles of the Revolution, may yet be saved and confided again to the people's care in all their original beauty and purity.

"Some have laid down their lives upon the battle-field. Their names to us are doubly dear, they are the precious jewels of our history, to be garnered up among the treasures of our society. As we pass their new-made graves we drop a tear of

affection for the dead, and tarry in silence, for we feel it a sacred spot,—a soldier's grave.

"Such graves as his are pilgrims' shrines,—  
Shrines to no code or creed confined;  
The Delphian's vales, the Palestines,  
The Meccas of the mind."

"Let this be to us all a happy meeting, an hour of social festivity and reunions; let us live for an hour in days that have passed, and ramble among the crumbling columns of our youthful memories, culling the choice flowers which bloomed during our High School days. And when the hour has sped its course, let us separate as happy as we have gathered, bidding each other God speed in his life-journey, and breathing the prayer that we all shall find ourselves in reunion when another year shall have rolled around its cycle of time."

Mr. John R. Dorrance being introduced, delivered a short but genial poem. Its allusions were to the scenes of youth and the associations of school days.

The following ode was then sung to the tune of "America":

Loud make the welkin ring,  
While we in union sing  
Of school days bright!  
And fresh from memory's bower,  
May pleasure crown these hours  
With fairest, sweetest flowers,  
This festal night.

Let trumpet blend with song,  
And joy the strain prolong,  
To bless the past;  
And let us here to-night,  
In love's true pledge unite:—  
To keep these seasons bright  
While life shall last.

Then sweep the joyous lyre,  
And thrill with life each wire,  
While now we sing:—  
To all the High School band,  
Union of heart and hand;  
And blessings on our land,  
From God our King!

The exercises were interspersed with music by Spink & Greene's Band, whose services were further called into requisition while youth and beauty mingled in the dance. A collation, furnished by Mr. L. H. Humphrey, was served at 12 o'clock.

---

We have received the Tenth Annual Report of the Superintendent of Public Schools of the city of Chicago from W. H. Wells, Esq. We shall make extended extracts in future numbers.

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THE Convention of School Officers, appointed for the 17th of May, has been postponed.

RESIDENT EDITORS' DEPARTMENT.

## OUR BOOK TABLE.

**SPECIMEN PAGES OF THE AMERICAN CONFLICT.** A History of the Great Rebellion. Its Causes, Incidents and Results. By Horace Greeley. Published by O. D. Case & Co., Hartford, Ct.

We have examined nearly 300 pages of this new work on the Rebellion, and we do not hesitate to say that in all the points in which any permanent value is attached to the history of the greatest rebellion known to the world, this is by far the most valuable that has appeared. It begins with our country at the close of the Revolution of 1776, and gives a comprehensive view of the mighty growth of this nation in agriculture, commerce and mechanic arts. The subject of slavery is taken up from its infancy, and the influences used to foster its growth in this country carefully noted. Every action of Congress that bears on the Rebellion has been minutely noted and presented in a deeper, broader and more exhaustive manner than by any other author.

The work will be published in two large double-column octavo volumes of six hundred pages each, illustrated by maps, diagrams of battle fields, sieges and naval actions, also a large number of steel portraits of prominent generals both North and South.

Volume I. will be published about the first of June, 1864. Sold by subscription only.



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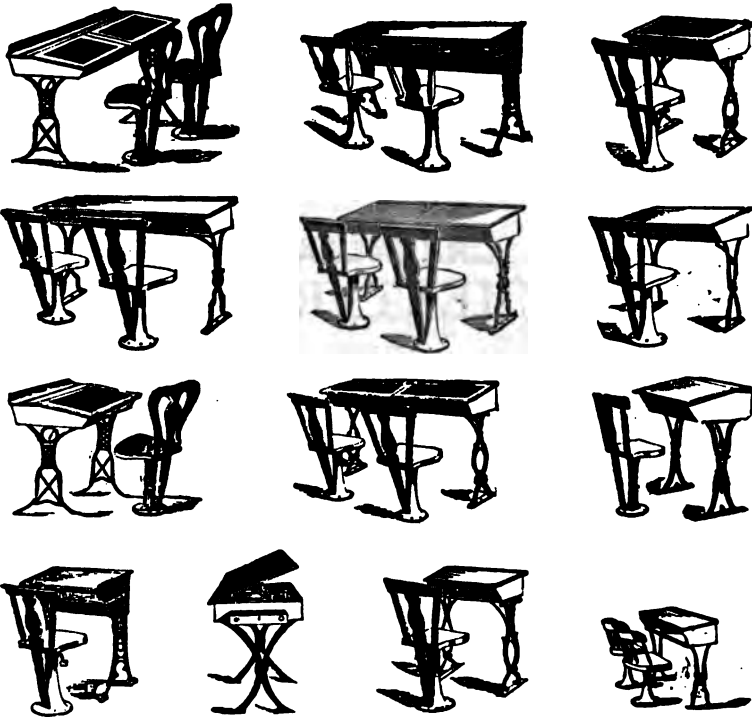
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J. B. CRUSHMAN, Esq., Clerk of the New York House of Representatives, writes :

"I am happy to say that your improvement has greatly relieved the oppression and injuries which have resulted in the past from improper ventilation."

The Sub-Committee of the Winthrop School, in their Report of March, 1863, speaking of the new Primary School House on Harrison Avenue, says :

"Robinson's system of ventilation has been applied to this building, and it is but justice to state that its success has apparently been perfect."

J. D. PHILBRICK, Esq., Superintendent of the Boston Schools, in his published Semi-Annual Report, March, 1862, says :

"I am happy to inform the Board, that we have at length found a good system of ventilation for school-houses. It differs in principle from all the systems heretofore known in this city. It has been applied to the Bowditch School House with the most satisfactory results."

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WM. T. ADAMS, Master of the Bowdoin School, Boston, says :

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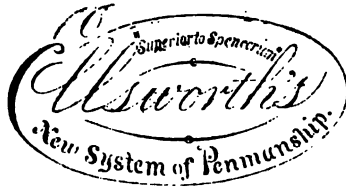
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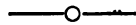
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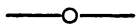
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JUNE, 1864.

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VOLUME TEN.

NUMBER SIX.

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THE SCHOLAR AND THE REBELLION.\*

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\* \* \* \* \*

Theoretical reformers have sometimes shown themselves indifferent or incapable in practically enforcing their ideas. The American scholar, however, while he has, in the past, freely given his voice and influence in favor of liberty, has also warmly participated in the actual struggles of the present war. President Lincoln said, after having examined the first regiments which were raised, that he could select his cabinet from any one of them. A few days ago the Russian Admiral stated that the moral and intellectual character of our army surpassed that of any in Europe. This result is chiefly owing to the efforts of the scholar. The schoolmaster was abroad before the soldier.

In the higher walks of learning we find the most convincing proofs of active patriotism. All of our literary institutions have their "roll of honor," to which they point with pride. In answer to letters of inquiry on this point, we have received, from colleges in all of the New England States, statistics which show that they have been most earnest in the common cause. Their students have freely gone forth to battle, and while many entered as privates, they have taken all

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\* Extracts from an Address delivered by J. T. Edwards, A. M., at the Annual Gathering of Rhode Island Teachers, in Providence, Jan. 29th, 1864.

ranks, even that of General and Rear Admiral. Probably ninety per cent. have risen to be officers. It is safe to say that no army ever before contained so many educated men.

Many of these young heroes who have fallen were full of early promise. Winthrop, Stearns—but why name the few when the list is so great? Or why go to a distance for illustration? Do not we who assemble here to-day look in vain for one whose tones were familiar to our ears. One whose sterling manhood and fine scholarship commanded respect, and who poured out his life freely on the hard fought field of Newbern. God pity and comfort those who mourn his early fall, and may they cherish as a sweet solace the memory of his heroism. And now there rises before me the recollection of an American scholar whose name shines out like one of the stars he loved so well. His eloquence is still fresh in your minds.

“ Leaving the earth at will, he soared to heaven,  
And read the glorious visions of the skies ;  
And to the music of the rolling spheres  
Intelligently listened.”

Unlike the astronomer of old, he was not so engrossed with heavenly studies but that he could descend to earth and deeply sympathize in the sorrows of his afflicted country. Soon we find him conducting brilliant campaign in the Southwest, and not long after preparing under the most favorable auspices, to win new triumphs on the sea-board. But death came, and found him not unprepared. Calmly he wrote to his daughter, “ Love God and each other,” and Mitchell, the scholar, the astronomer, the Christian soldier, passed away.

\* \* \* \* \*

The scholar has not only influenced the Rebellion in the field, but he has, also, powerfully stimulated public opinion through the press. Through this medium he has constantly inculcated the lesson of patience. All will remember the intense excitement which followed success or defeat in the early part of the war. So violent were these that the London Times then prophesied that in less than six months our country would be ruled by mob-law. The writer mistook the intelligent character of our people, and drew his inferences from European data. When our broken and dispirited columns have fallen back from Bull Run, Fredericksburg, and other defeats, and when the masses were well nigh discouraged, the student of history

has pointed them to the great conflicts of the old world, and to the reverses in our own early struggle, when for the time right was overborne of wrong. We have accepted the lesson, and our wavering determinations have crystalized into an earnest purpose.

\* \* \* \* \*

We have seen that the teachings of the scholar in the past have been in favor of universal freedom, that when these have been conducted to their legitimate issue, he has been consistent with himself in sustaining them in the camp, the study and the school. But a heavier task awaits him. The edifice reared by traitorous hands is tumbling to ruin. The irresistible logic of events forces us to the conclusion that ere long the war will be ended, States will be anxious to renew their allegiance to the Union. Then will come the greatest danger. Then will arise the temptation to compromise with evil for the sake of peace, and so sure as the mistake of our fathers entailed upon us the bloody events of the present time, we shall leave for others a more terrible conflict than that in which we are now engaged. It must not be. Let us learn the lesson of the past. Let the intelligent patriot be sure that the ship of State is clear of the breakers before he sink to repose.

The labor of the scholar has but commenced when the rebellion ends. War is one of the greatest evils which God has suffered to afflict humanity. In its path follow death and a weary train of mourners. With it flows onward a mighty stream of moral degradation, sweeping away the old landmarks of virtue, and spreading ruin and desolation. The rights of property cease to be clearly defined in the mind of the soldier; intemperance becomes a common vice, and ceasing to reverence the name of Deity, he rushes into battle with cursing, and dies with an oath upon his lips.

This is no fancy picture, but, alas! too true, as all who are familiar with the facts know right well.

Who but the teacher shall counteract these influences, establish firmly in the minds of the rising generation those fundamental principles of truth and righteousness, and prevent this moral contagion from spreading among the communities in which we live! Here is scope for the highest talent and stimulus for the purest patriotism; no higher vocation can be asked, for its object is nothing less than to preserve the integrity of our nation and secure to the world the blessings of a higher civilization.



The profession of arms begets a love for military life. There is something in the floating banner, the prancing steed, the thrill of battle, which exerts a magic power of fascination over the human heart. We forget the groans and agony, the sorrow and desolation. It has ever been thus, and the earth deluged with blood from the earliest times warns us to beware of this martial spirit. The danger is not now, but will come when the war is ended.

These ambitious leaders, fond of their profession, will seek to embroil the nation in other strifes. Many a soldier will find it difficult to return to peaceful toil.

Should this spirit prevail over wiser counsels, farewell to the glory of America; her doom, like that of the eastern monarch, will be written upon the walls of her capital, and her end like that of the proud republics that have gone before.

Let the scholar prepare to contend with this. Let him point the people to the true sources of national prosperity and happiness. Let him awaken a deeper love for knowledge and of art.

First of all, let him inspire the land with a full appreciation of her lofty mission, which is to shine as the light of the world, and bring universal mind to the conception of that law "whose throne is the bosom of God, whose voice is the harmony of the world."

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We ask this question, because in Chicago three or four Rip Van Winkles have, within the last year, shown signs of life and been honored with high educational positions,—if being *elevated* to a station for which one is totally unfit, either by culture, taste, or appreciation of duty, is an honor. We hear such remarks as these from these relics of the past:

"Teaching never has and never can be a profession."

"We never could see why a talented and enterprising young man or woman should engage in it as a permanent employment."

"We taught five or six years, and that was too long."

Our readers will not understand us as taking issue with this last remark. Our sympathies are with the pupils, for we have no doubt they would respond with a hearty *amen*.

Seriously, it seems to us like questioning first truths. It saps the very foundation upon which all progress is based. It discourages professional preparation, zeal, and enthusiasm, and makes the business of teaching but a stepping-stone to some other calling. Common sense dictates that patient, progressive instruction and experience is beneficial to the farmer; and we find that his stock and lands give their testimony in favor of the aged man's wisdom, acquired by years of labor and numberless experiments. The accumulating wealth of the merchant gives its evidence that progress is made in this department by organizing the experiences of life into an active power. Who would not sooner trust his fortunes to one who had breasted the stern realities of many a commercial crisis than to an adventurous speculator? To whose care do we intrust those near and dear to us in hours of sickness and peril? Do we regard professional knowledge as of any use to them? Do we call for counsel the young physician, or the old? And when we take a ticket in the lottery of the law, with all of its uncertainties, do we pay our money to Youth and Inexperience, or to him who has spent years in the study and practice of his profession? For guidance and direction in those things that pertain to our spiritual interests, do we not lean on him who has drunk deeply at the fountain of knowledge, and been strengthened by the trials incident to human life?

In every department of life, adaptation, qualification, and successful application, are sought and found more frequently among the old than the young. Can it be that guiding and controlling mind requires less preparation and study, and accumulated knowledge, organized into a faculty, than any other profession, and that in the work youth alone is successful? In family government we have sometimes seen the order reversed, but have never been able to appreciate the benefits derived from the change.

But why pursue this part of our subject further? If teaching should not be a profession, then have the labors of such men as

Horace Mann, Pierce, Barnard, Page, Northrop, Philbrick, Bateman, Edwards, and a host of others, been misdirected. Surely these men do not stand as pigmies beside those who, assuming to act the part of guardians of the interests of education, utter sentiments so at variance with the spirit of the age: an age when sound educational principles are being disseminated throughout the North; when every where in the growing West educational men are vying with the mature East in the application of a higher standard in the employment of competent and experienced teachers, the erection of suitable school houses, the purchase of apparatus and reference-books, and in all that tends to human improvement.

What we want, to give dignity and permanency to our profession, is men for Commissioners, Superintendents, and Boards of Education, who are capable of performing their duties. They should be qualified to examine a teacher or a school. We know that it is sometimes remarked that where there is a Superintendent of Schools it is not so necessary for the members of the Board of Education to be fitted for these duties: ignorant members can listen, and then judge. We only remark that those animals noted for length of ears have been rejected by our City Railway Company as being too slow for the age, the cheapness of keeping them being no inducement for the infliction.

School Inspectors and Superintendents should visit schools, and remain long enough to see if the teacher has merit, and then reward it accordingly; and not, as is too frequently the case, visit the school as the humming-bird the flower, for they may not have the bird's instincts.

Again: Salaries should be such as to induce the best talent to enter the profession as a life-calling. A successful teacher should secure for his labor a competency to support him in his old age, as well as the merchant, the lawyer, and the doctor. It is the duty of every teacher to demand it: the people are in favor of it, and all school-officers who oppose the claims of justice will cease to misrepresent the feelings of their constituency.

The days of "boarding round" are passed: so should the days of free tickets on railways, to lectures, gymnasiums, museums, and other places of amusement. There is no good reason why teachers should not be able to pay as they go. They are enemies, and disgrace the profession, who stand, like Italian beggars, seeking the charities of a

community for those who work for half-pay. Justice first, Charity afterward. Let those who have zeal labor to secure the former.

When our best and wisest men take charge of our schools, as members of Boards of Education, they will give their attention to the building up of a noble profession. They will have less trouble with headstrong teachers, for they will fear ignorance, incompetency, and indifference, more even than the unpardonable sin of introducing partizan loyal questions into institutes.—*Illinois Teacher*.

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#### A WORD ABOUT DISTRICT SCHOOLS.

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WE call this an age of progress, a great and an enlightened age, and our own nation particularly, is earnestly striving for all that goes to make a cultivated and learned people.

The mighty engine that moves the vast power that throbs in the souls of the millions of our land, is the *common school*. Its silent, but mighty influences strengthen the nerves and sinews of the nation, and send its children forth armed more strongly to resist oppression in all its forms, and to build up the fair fabric of national renown and virtue.

Some of the wisest and best men of our land, have,—as their own words attest,—laid the foundation of their greatness in the District School.

There the rich and poor, the high and the low, the genius and the dunce, meet on a level, and all are pointed in the same direction; but there the similarity ends. Like the racers in the olden games, they simultaneously leave the starting place, but not alike do they reach the goal. In the mental contest, we discern as great dissimilarities, as did the ancient judges in the development of limb and muscle; but it is too often the case, that the child of *genius* is also the child of *poverty*, and oftimes to the District School alone, can he look for aid and assistance in his earlier studies.

We now ask, Should aid and assistance be given to advanced pupils in our District Schools? Nor is this an apocryphal question.

The District scholars are often debarred from the privileges of the High Schools. We say debarred, for the distance of a very few miles

is often as effectual a barrier as would be by-laws and regulations, and when they come to the doors of the District School, seeking admittance and assistance, shall we say to them, Our common school system forbids your entering here; you have passed through this tread-mill round, and must go where the halls of learning are higher, and its doors are wider; our common school system rejects you? System, indeed! Far be it from us to disparage *system*, but we *do* say that it is but a skeleton, and it must be clothed with the muscles and tissues of sense and discrimination, or else, like all other skeletons, it will be but the token of death in this world of life and activity. Our common schools should not be made a Procrustean bed, where the expanding intellects are cut off, and kept within a very limited range of *very elementary* books.

We know that some people object to having the higher branches taught at all in the District School. But if the school is for the District, why should it not meet the wants of the District?

It is a truth, that the earnest, working teachers of our High Schools are *commended* by their employers, for the extra labor and extra hours given to their pupils for their advancement; and it is also a truth, that the teachers of our District Schools have been *BLAMED* by theirs, for doing the same thing.

As if the immortal minds of the district were worth less than those of the town or city!

If an advanced scholar in a District, or any other school, requires a few minutes aid during recess, or at the close of a session, and through the inability of the teacher to render such assistance, or by interfering with systems, it is denied, the teacher or the school system must be very poor, and progress slow and doubtful.

Let us hope that such instances are few, and such systematizers rare found. Our common schools should have a broad and deep foundation, for the glorious superstructure, even the growing minds of the mighty empire of the West; and good Scripture measure, "pressed down, shaken together, and running over," should be given to all.

There is, there can be no harm, in placing before the pupils in our District Schools occasional glimpses of the *illuminated* pages of the book of knowledge, and they may then feel an incitement to look farther for themselves. Show them some of the wonders of Nature Science. Let them know that there is something *beyond* their common studies, and perhaps some latent talent will be brought forth, some

dormant energy may be aroused, that but for the impetus thus given, would have groped on in darkness, unmindful even of its own existence.

An extra hour may be demanded, and the moments of intermission all too quickly consumed, but the labor thus bestowed brings its own rest and reward.

Some of the happiest hours, and those of the most *intense rest* the writer of this has ever known, have been thus passed, and their memory will remain while the pulses of the heart and brain keep time, and when systematized systems are lost in the chaos of the past.

ANNIE ELIZABETH.

*Bristol, April 22d, 1864.*

[We are pleased to see the sunlight from an old familiar pen-point. We had feared that the muse had fled the presence of our old friend, ANNIE ELIZABETH, so long had she kept her silence. But her lines come again. We greet them with many a smile.—EDS.]

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MAY LEAVES.

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BEAUTIFUL as seems the sunlight,  
To the eyes from darkness drawn,  
So to me, the sweet, fresh leaflets  
Seem the opening of the dawn.

Each young bush and tree seems vying  
With the trees of older growth,  
Which shall wear the freshest garment,  
Which assume the most of youth.

Soft green leaves and leaf-buds tender,  
Mixed with here and there a flower;  
Others—darker, richer—cluster  
Like the entrance to a bower.

Vines low-bending bear their burden;  
Ash and maple spread their arms;  
Rich young grass the lawn is clothing;  
Scarcely know I which most charms.

Charm they all with sweet abundance,  
Fresh and fair like all God's gifts:  
Seem they—as when storms have driven—  
Seems the deep blue through the rifts.

Leaves of every shape and texture,  
 Finely formed, minutely veined ;  
 In each one some new thing find I,  
 In this tendril nicely trained,

In this twig bent thus—and this one  
 Having such a graceful curve ;  
 Drooping o'er and striving upward,  
 Each some purpose has to serve.

Charming are the leaves in May-time,  
 Beautiful in tint and shade :  
 May their beauty serve to guide us—  
 Guide us to the One who made.

FAUNUS.

*Scituate, R. I., May 13, 1864.*

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#### THE NATIONAL ASSOCIATION.—ITS LABOR AND AIM.

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THERE have now been five sessions of the National Teachers' Association. In point of numbers and extent of country represented by it, it is clearly deserving the title National—as every one knows who attended its last meeting. The influence which it has exerted in advancing the interests of education has kept even pace with the increase of its membership. A common understanding and unity of action have arisen which are beginning to modify local systems and practices, to their material improvement. A mutual acquaintance and community of feeling have been established between the educators of our country, the teachers' profession has been elevated, and a national spirit of education has been encouraged.

These are among the results which have naturally arisen from the annual gathering-together of the educational minds of the nation. But, aside from these, has there been any progressive step taken which the association can claim as the result of its own special labors? Movements for educational reform in the various State systems have very generally been initiated by similar gatherings of the teachers of those States, and they may justly claim the credit of introducing very many of the improvements which have been brought about by State legislation. Is there no similar ground for the National to occupy? Or is there no need of the recognition and encouragement of the

great work of education by the national government as there has been in many of the State constitutions and legislatures ?

There is still room for great improvement in the systems of those states which are the most advanced, while in many of the States the system is yet to be devised, or, if there is one, it is very imperfectly developed. There is, besides, the vast area of the Territories, rapidly being settled and calling upon the experience of older States to assist in forming their institutions. The great work of establishing methods of education in our country is as yet barely commenced, to say nothing of the labor of improving and perfecting those already existing.

In view of these facts, there arises an important question, whether there should not be established some centre of accumulation and distribution, which might materially assist in advancing the work, and whether this agency ought not to be established by national authority and sustained by government patronage. Some of the European nations consider the Minister of Education to be at the head of one of the most important departments of state. Should it be the case that in our own government, whose prosperity is proportioned to the intelligence of its people, there is not so much as a national bureau of education ?

These suggestions are thrown out with a hope that they may receive the attention which their importance demands, from those in charge of the National Association.—*Illinois Teacher*.

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## SUCCESS IN TEACHING.

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### CONCLUDED.

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PERHAPS no one subject causes more anxiety to teachers, especially those who are young, than methods of punishment for offences in school.

The teacher meets with every variety of character, both among the parents and in the school. Some favor corporal punishment, others consider it a barbarous relic of the past, and a resort never to be appealed to.



We do not propose here to discuss this point, but though we think it may be resorted to at times with profit, yet for the most part it should be avoided if possible.

Pupils will not love a teacher who is inflicting corporeal punishment habitually, and yet a teacher of tact may adopt some other method which will accomplish the same, and yet be esteemed by all. There is such a feeling connected with the word *whipping*, that all other means should be tested before that is tried.

But as some practical reader may ask, What is the substitute? we reply that in some cases there may be none, but for a large majority may be.

Every teacher should adopt some method by which each pupil's deportment may be reported to his parents each week. This has a very beneficial influence with most pupils. We have seen many a pupil restrained from disorder by the fact that "deportment low" might be returned at the close of the week. Let not the teacher think it a useless labor. •

Another method, in addition to the above, is to have pupils write a composition, long or short, according to the nature of the offence, to be read before the school; or define on paper a certain number of words, either from their reading books or dictionary, to be handed in for slight offences.

The practice of "stopping after school" we do not like, but it is generally prevalent, we think.

We only throw these out as hints. The teacher must be his own guide, but we would not fail to impress upon all the fact that parents and scholars will endure with considerable patience and good feeling, a punishment really more severe, in order to avoid what is known as "corporal punishment."

The teacher must learn from others, read books and *take an educational journal*. He cannot always remain within his own narrow circle and yet be "up with the times." Progress marks the course of life in every profession, and in the art of teaching no less than in other occupations. He should, then, visit the best schools of his State, and not be slow to adopt improvements.

If we mistake not, there is naturally developed in the teacher an *imperative* bearing, even in his intercourse with others besides his pupils. So accustomed is he, in his daily occupation, to giving orders, that if not on guard, it becomes an ingredient in his everyday inter-

urse with others. This must be guarded against, for few will understand its cause or be sufficiently charitable to the offender.

As there is no royal road to learning, so there is none to success in teaching. We cannot mark out a path for one to follow, and ensure success.

The successful teacher must be a man of observation, good judgment, tact and talent; a student of books, of nature, and of character. He must possess a love for his work, for youth, and for improvement. He must be independent, careful and firm.

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#### SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, May 6, 1864.

*the School Committee of the City of Providence :*

GENTLEMEN :—Our schools have suffered the past term from the great number of changes that have taken place both among teachers and pupils. Several teachers have been compelled to leave their schools on account of ill health, and some have resigned to accept of more lucrative situations. And the demand for labor has been so great and so remunerative that parents have often been induced to remove their children from school long before they had completed the course of instruction prescribed. Most parents live long enough to regret deeply their folly and want of foresight in removing their children too early from school unless they are compelled to do so by stern necessity. There have also been several exciting subjects before the public, which have distracted the minds of teachers and pupils, so that it was not expected that the examinations would be as satisfactory as in previous terms, but the results have been much better than was expected. While a few schools have suffered, the majority have maintained their former high character. Some branches of study have been better taught than ever before. Penmanship and Geography have received special attention, and many of the Grammar and Intermediate Schools are deserving of high commendation for the great proficiency that has been made in these studies.

There has been a marked improvement in the government and discipline of our schools the past year. Corporeal punishments have

been less frequent and very seldom severe. There yet remains much to be done to increase the moral power of the teacher, and to render an appeal to physical force less necessary. There has not always been that mutual active coöperation between parents and teacher that ought to exist to secure the best results. The relation between them should be of the most confidential and familiar character. They are now too prone to regard each other with suspicion and distrust. Parents, from their willingness to listen to any and all complaints that are brought to them by their children, often unconsciously become so prejudiced and blasted in their judgments as to condemn teachers, without even carefully examining into the truth or falsehood of the charges brought against them. And teachers are not always as conciliatory and courteous as they might be, when parents make inquiries of them in regard to the instruction of their children or their mode of discipline.

Our schools would be very much benefitted by more frequent visits of parents during the term. The records show that but few ever enter our schools except at some examination. This ought not so to be. In no better way can parents show their deep interest for the welfare of their children than by often listening to their recitations in the school-room. Teachers are thus encouraged in their arduous work, and pupils are stimulated to greater diligence in their studies. In one of the best schools I ever visited, it was the custom for some one of the parents to visit the school almost every day. By such frequent visits parents will be able to judge for themselves, not only of the capacity of the teacher to govern the school, but his method of instruction, his fidelity in the discharge of his duties; and particularly will they become acquainted with the trials and difficulties that teachers have to encounter; and instead of listening to every fancied wrong reported, and often exaggerated by the aggrieved sufferer, they will be able to ascertain the whole truth before forming an opinion in any particular case. Where there is perfect harmony between parents and teachers there is seldom any difficulty in the discipline of the school.

There are also duties and defects in teaching of which teachers should often be reminded. The besetting sin of many teachers is their proneness to ridicule their pupils, to make invidious comparisons, and to provoke them to wrath by bitter sarcasms and vulgar epithets. I have referred to this subject before, and I regret to say that it is

still practiced in some of our schools. To succeed, a teacher must gain the confidence and affections of his pupils. He may have the most splendid talents, the most profound and exact knowledge, and may be earnestly devoted to his work, but without this, the most vital element to success will be wanting. And this can be secured only by a kind, urbane and courteous manner in the school-room. There must be some sunshine in a teacher's soul, a warm and glowing sympathy that will excite corresponding feelings in his pupils. If he is cold, distant, and repulsive, he can never reach the heart. And if he would enkindle any enthusiasm or enforce any zeal into his pupils, there must go forth a kind of magnetic influence to every member of the school; and the tones of his voice and the expression of his countenance must indicate the kind and sympathetic spirit within. An irritable, nervous teacher, who is ever fretting and scolding at every omission or neglect of duty, has no moral power whatever in his school. The most successful disciplinarians are those who are calm, equable in temper, kind and dignified in their intercourse with their pupils, firm and decided in maintaining the right, and who can administer reproof and correction without giving offence. This should be the constant aim and study of every teacher.

There are also other faults from which some of our best teachers are not always entirely free. It is not a rare thing to hear, even in the school-room, errors in pronunciation and in the use of language. The rules of orthoëpy and of grammar, which pupils are required to learn accurately, are violated almost every day. Such faults should be avoided. Teachers should be models in their schools in everything that pertains to elegant scholarship. A correct standard of pronunciation should be on every teacher's table, and consulted daily. • Low obsolete and cant phrases should never form any part of the teacher's vocabulary. These should be most assiduously guarded against. None but the most refined and chaste language should ever be used in school. None other should be tolerated in teachers or pupils.

One of the most obvious defects in our schools at the present time is the want of a clear and distinct enunciation in reading and speaking. There is no higher accomplishment than the ability to read and speak with ease, distinctness and graceful utterance. This can be acquired by all by proper culture. It should be commenced in our lowest schools and continued by daily training through the whole course. Several teachers have already given special attention to this subject with satisfactory results.

The number of pupils admitted the past term is much smaller than usual. Nearly four hundred have left for the Catholic schools. One room has already been closed in State street, and one in Wall street; and it will be necessary to close two more in these schools the next term.

There has been some increase in the number of pupils in the Third Ward, which will require the opening of the lower room in the Engine House on Transit street.

The school in Federal street has been so much diminished by removal, that the proposed enlargement of that building can be deferred to another year.

It becomes my painful duty to announce the death of one of our most valued teachers. Miss Ann M. Angell, Principal of the Ring Street Primary School, after a brief illness, has been, in the midst of her labors, called to her reward. Few teachers have possessed rarer qualities of the intellect or of the heart. Few have left behind them more endearing recollections, to be cherished by their surviving friends.

The reports from all the schools furnish the following statistics: The whole number registered is 7,694; 243 have been received into the High School, 2,045 into the Grammar Schools, 1,947 into the Intermediate; and 3,459 into the Primary Schools.

All of which is respectfully submitted,

DANIEL LEACH, *Supt. of Public Schools.*

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PUNCTUATION.—Previous to 1520, there were no stops in books, and all languages, whether printed or in manuscript, were, like the Hebrew, without punctuation. The colon was introduced in 1580, and the semi-colon in 1599. In leases and other documents they are never used, because a single dot, misplaced, may alter the intended sense of an instrument, and lead to quarrels and trouble, and above all to a lawsuit. The contract made for lighting the town of Liverpool in the year 1819, was declared void because of the misplacing of a comma in the advertisement, which ran thus: "*The lamps at present are about 4050, and have in general two spouts each, composed of no less than twenty threads of cotton.*" The contractor would have proceeded to furnish each lamp with the said twenty threads; but this being but half the usual quantity, the commissioners discovered that the difference arose from the comma following instead of preceding the word *each*. The parties agreed to annul the contract.

## PENMANSHIP.—ITS THEORY AND PRACTICE.

## Fourth Article.—Position and Pen-Holding.

BY H. W. ELLSWORTH.

importance is justly attached to position in writing, as upon it depends, in great measure, the power of execution. Proper movements can only result from position of the parts employed in the production; and if a correct position at the outset, and maintained throughout, proper *execution* must be the result. Attention to position is apt to be followed by the worst consequences, and evil done is without remedy from the fixedness of habit.

Rules usually given for position and pen-holding are founded on some purpose to be attained, and these are chiefly *parallelism* and *fullness* of stroke, and the avoidance of awkward, fatiguing, or unhealthy attitudes.

Arbitrary and continued enforcement of such rules in the vain hope that all desirable results must flow therefrom, has reduced writing to an exercise of rote enough, and it is not strange that the opinion should become prevalent that writing was a purely mechanical art; for, observation of the common method of teaching must tend to confirm it.

It is not strange that the same instruction should produce an exaggerated idea of the importance of pen-holding, until the instances are numerous in which anxious pupils, straining every nerve to get the pen into an undefined position of rest, while laboring under the conviction that were they so fortunate as to obtain a position, all difficulties would immediately vanish, and they would become accomplished penmen; when in reality they were all the while only multiplying complications of the arbitrary rule!

On the other hand, multitudes are found who aver that they cannot become good writers because they "never *could* hold the pen correctly, and have long since given up attempts at model pen-holding," and hold the pen in the most convenient manner. These last are good writers, or rather pen-holders, without knowing it; while others must undergo a similar experience before any satisfactory progress can be made.

Illusions are not confined to pupils of any particular age, class or sex, but are the manifest and wide-spread result of the arbitrary enforcement of such rules. The fact is that in general, all efforts to produce good writers by purely mechanical means, can never supercede the necessity of a correct knowledge of the *Principle of Movement*; and unless the pupil is taught to aim at some other object than the position of the *hand* or *shoulder*, little good can be expected from such methods of instruction.

It may be inferred that I would not have, and insist upon, the rigid observance of any rule for position, in teaching, especially among careless or awkward writers.

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Dr. Mann, in speaking of the excellent writing observed in the Prussian schools, says that it "may not be attributed in any degree to a better manner of holding the pen, for I never saw so few errors of position in any schools where the pen is so *awkwardly* held. This excellence is due in a great degree to the universal practice of learning to draw contemporaneously with writing."

subjects; but the objection is against the arbitrary enforcement of such a rule, as though entire success or failure depended upon the observance of that particular thing, dissipating every other thought from the mind of the pupil, and rendering it the all-absorbing one.

Such a rule for general guidance must be founded upon a careful analysis of the construction and tendencies of the arm, the hand, and the pen; together with the end to be attained in their use.

The forearm contains two bones, the radius and the ulna, which are so combined as to allow the radius or upper bone to revolve around the ulna, producing a rotary motion of the hand. If we try the experiment, we shall find that we cannot roll the upper part of the arm, nor revolve the fingers, as we do the forearm.

With beginners in writing, the tendency is, to adopt this *rolling* of the forearm, instead of *turning* it, which is the correct method. This, then, is the obstacle to be overcome in making the Progressive movement of writing; for, if the arm rolls over toward the right, the pen is first thrown upon the right nib or prong and then quite off the paper; reducing writing to a succession of gyrations of the arm not unlike boring.

This tendency can be overcome in two ways; either by the enforcement of an arbitrary rule for the direction of the pen, or by making correct position a necessity, by requiring continuous movements, which cannot be executed by rolling the hand or stretching the fingers; while the arm is not allowed to be lifted.\*

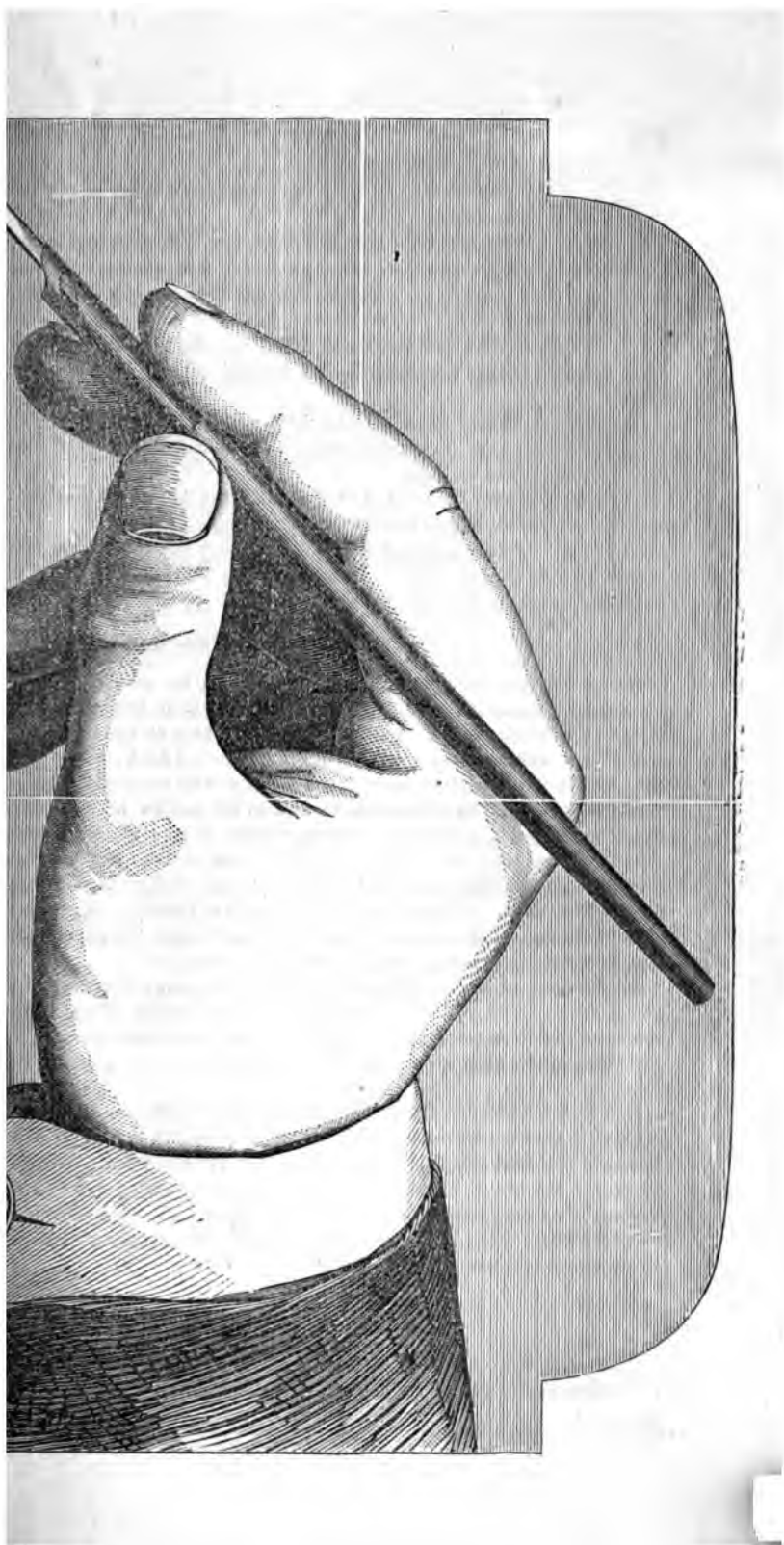
Sometimes, instead of rolling the arm, it is kept uniformly upon its edge, resting on the ulna or lower bone. This causes the pen to point to the extreme right, and the letters produced have an extreme slope. The objection to holding the pen in this manner is less serious in writing an unshaded than a shaded hand; though it is destructive to both the pen and the legibility of the writing. The distance of the resting point of the arm from the side also affects the slant of writing. When near it increases the slant, and when farther away it diminishes it.

There is another fault equally pernicious, producing the same difficulty as rolling the arm, viz., *rolling the pen* in the fingers. This is sometimes sought to be prevented mechanically, by flattening the top of the handle to a thin blade, or by attaching projections to the holder where the fingers cross it. A slender stick or knitting needle, so fastened as to prevent the hand from rolling to the right, has likewise been employed by several successful teachers, to prevent rolling the forearm. An invention constructed upon this same principle and for this purpose, styled the "Spencerian Penman's Hand Brace," has recently been introduced to the public by the "Holbrook School Apparatus Company." Such contrivances, though preferable to the arbitrary enforcement of rules to accomplish the same end, because not requiring constant attention from the pupil, are to be regarded rather as evidences of the ingenuity of their inventors, than a permanent benefit in the acquisition of the art, for their number may be unlimited, and their employment tends to complicate an instrument whose general use is dependent upon its simplicity.

The following directions for Position are framed to secure the objects explained in the preceding remarks. These are all that are deemed necessary if strictly observed.

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\* The latter method has been found by far the most successful in the author's experience in teaching. To develop this principle, he has Movement Exercises engraved in his Copy Books, and under the formal copy, which enables the study of Form, correct Movement and Pen-Holding to progress together.





I. BODY.—Sit with the body erect, and square in front of the table or desk, slightly touching it without pressure.

II. ARMS.—1. Place the left arm, half bent, upon the desk parallel with the edge. 2. Then rest the right arm, half bent, upon the desk, just forward of the elbow, and at least four inches from the right side, so that the arms will form a square in front of the body.

III. PAPER.—With the left hand, place the sheet *square in front of the right hand*, and always keep the edges parallel with the sides of the square formed by the arms.

IV. PEN.—1. *Second Finger*.—Take the pen in the right hand, placing the second finger *under the end of the holder*, so that the pen-holder will cross it at the root of the nail, and *support* the pen.

2. *First Finger*.—Place the first finger on the holder so that its ends will be exactly over where the pen crosses the second finger.

3. *Thumb*.—Place the end of the thumb against the *side* of the holder, *opposite the first joint of the fore finger*. You are now in the correct writing position, and have only to bear in mind the following

#### HINTS ON POSITION AND PEN-HOLDING.

1. The *best* position for sitting is square before the table or desk. It is equally correct, proper and desirable to turn either the *right* or the *left* side to the desk or table as a relief, *provided always*, that the paper is kept at *right angles to the forearm*.

2. When writing, *lean* gently forward, but *do not bend*. Support the weight of the body by the left arm so far as it is necessary to be supported by either.

3. Never allow the pen-holder to rest in the hollow between the thumb and hand, but keep it against the joint where the first finger *unites with the hand*.

4. The first two fingers must be stretched out to their full length, and *separate* from the last two, which should be *half shut*, and support the hand upon the corners of their nails. Never allow the joints of the thumb or fingers to bend *inward*.

5. Both points of the pen should press alike upon the paper. A rough mark tells us when it is wrong, a smooth one when it is right.

6. The edge of the hand must *never touch the paper*; but the arm and hand together form a slight *arch* or bridge from the *rest* near the elbow to the tips of the third and fourth fingers: *never allow the wrist to touch anything*.

7 When these hints are carried out, *no flesh will touch the paper*.

It will be noticed by reference to the foregoing directions, and the accompanying engraving, that the method of holding the pen *between the fingers* here shown, differs radically from the common teaching, the second finger being allowed to *drop under the end of the holder* instead of being held against the side of the holder. This, it will be noticed, is the natural tendency, and one which should not be checked in teaching pupils. Writing performed with the pen in this position *slants less* by several degrees than when held in the old fashioned ways.

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It is a law of human nature that it must be educated by failures and repetitions; a law which is no less imperative in the school-room than in the general economy of the world.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

### QUESTIONS

Recently Submitted to Candidates for Admission to Providence High School.

#### WRITTEN ARITHMETIC.

1. Subtract five millions twelve thousand four hundred and one and seven ten-thousandths, from twenty millions sixty-seven thousand eight hundred and fifty-six and fifty-two ten-thousandths, and divide the remainder by three-hundred millionths.
2. Multiply  $24\frac{1}{5}$  times  $.08\frac{1}{5}$  by  $.02\frac{1}{2}$  times  $36\frac{1}{2}$  and divide the product by  $4\frac{1}{5}$  times  $.0067$ .
3. What is the least common multiple of  $12\frac{1}{2}$ ,  $6\frac{1}{2}$ , 18,  $7\frac{1}{2}$ , and 14.
4. A merchant sold  $\frac{1}{4}$  of his cotton at an advance of 15 per cent.,  $\frac{1}{2}$  at a loss of 12 per cent.,  $\frac{1}{4}$  at a loss of 10 per cent. How must he sell the remainder that he may gain 20 per cent. by the whole transaction?
5. A lawyer collects a debt for a client and keeps 5 per cent. for his fee and remits the balance, \$237.50. What was the debt and the fee?
6. Paid \$261.10, including the cost of policy, \$150, for insuring a cargo worth \$11,800. What was the rate per cent.?
7. A's money is 25 per cent. of B's, and 20 per cent. of C's. C has \$40 more than B. How much has each?
8. A can do a piece of work in  $1\frac{1}{5}$  days; B can do the same work in  $2\frac{1}{2}$  days; and C can do the same in 3 days; in what time can they all three finish it, working together?
9. For what sum must a note be written, payable in 4 months, so that when discounted at bank at 6 per cent., \$640 may be received?
10. There is a lot of land in the form of a parallelogram containing 1200 rods, and the distance round it is 140 rods. What is the diagonal distance between its opposite corners, and what is the length of each side?

#### MENTAL ARITHMETIC.

1. How many gold dollars ought a broker to give for a hundred dollar U. S. note, and how much in the postal currency, when gold is worth \$1.80 in the U. S. currency?
2. If 15 per cent. is gained in selling flour at \$9.20 a barrel, what did the flour cost?
3. A farmer had 100 sheep in two pastures; in one pasture he had  $\frac{1}{4}$  less than three-fifths of the number in the other pasture; how many were there in each pasture?
4. A farmer bought a horse and saddle for \$160. If two-thirds of the price of the horse be added to half the price of the saddle, the sum will be  $2\frac{1}{2}$  times the price of the saddle; what was the cost of each?
5. If a merchant gain 15 per cent. on 25 per cent. of his goods, and 10 per cent. on 30 per cent. of his goods, and lose 20 per cent. on 25 per cent. of his goods, how must he sell the remainder to gain 12 per cent. on the whole?

6. Required the time when 2 1-5 times the time past noon is two-thirds of the time to midnight.

7. If goods are bought for  $\frac{3}{4}$  of their value, and sold at  $12\frac{1}{2}$  per cent. more than their value, what is the gain per cent.?

8. If, from  $2\frac{1}{2}$  times a number we subtract one-half the number, four-fifths of the number, the remainder will be 8 less than twice the number. What is that number?

9. The head of a fish is one-twelfth of its entire length, its body is three-fourths of its entire length, and its tail is 2 feet longer than its head; what is the whole length of the fish?

10. The base of a right-angled triangle is one-third of the sum of the perpendicular and hypotenuse, and the sum of the length of the three sides is 30 feet; what is the length of each side?

## GRAMMAR.

1. Write the plural of genius, folio, cameo, solo, cargo, wharf, turf, sheaf, stamen, crisis, bandit.

2. Compare near, old, late, far, ill.

3. Name the principal parts of the verbs buy, chide, drink, fly, hide, lay, lie (to recline), shrink, sew, sow.

4. Give the passive form, the emphatic form, and the progressive form of the verb *to read*.

5. State the auxiliary verbs in the present tense.

6. Parse the following words in italics: It is my duty as a *pupil* to obey my teacher.

7. I heard of his being a brave *soldier*. I knew him to be a good *man*.

8. "Near yonder *copse* where once the garden smiled."

9. Analyze the following sentences, and parse the words in italics: He is about to sell his house. He is too wise not *to know* when to *buy*.

10. Correct the following examples: Can you learn me to write. The garment was neatly sown. I never before saw such large trees. A Lecture on methods of teaching Grammar at 10 o'clock. He laid down to take a nap. I measured the lot with a pole ten foot long. The lot is 25 foot front. Several chimnies were blown down.

## GEOGRAPHY.

1. Name the rivers that flow into the gulf of Mexico.

2. Name the eastern branches of the Mississippi river beginning on the north.

3. Name five of the largest cities of South America, in the order of their population.

4. What are the principal seaports in South America, on the Atlantic coast?

5. Locate and describe five of the chief towns in France.

6. What rivers in Asia flow south?

7. Name five of the largest cities in Africa in the order of their population.

8. Locate and describe Port Mahon, Riga, Cronstadt, Archangel, and Odessa.

9. Give the latitude and longitude of Washington, Chicago, New Orleans, Havana, Lima, Rome, Maderia, Calcutta, St. Petersburg.

10. Describe the route from London to Calcutta and Hongkong.

HISTORY.

1. Give an account of Sir Walter Raleigh.
2. Give an account of the settlement of Virginia.
3. Give the reasons for the banishment of Roger Williams from Massachusetts.
4. Describe the effect of witchcraft in Massachusetts.
5. Give an account of King Philip's war.
6. Mention the early efforts made in Massachusetts, in favor of education.
7. Name the principal events in 1777, and give an account of the battle of Brandywine.
8. Name the principal events in 1779, and give an account of the depreciation of paper currency.
9. Describe the battle of Camden.
10. Give an account of Washington's resigning his commission.

SPELLING.

Parole, utensil, crystalline, feud, recluse, profuse, irresistible, negotiate, annunciate, vitreous, spurious, deprecate, predicate, syllogism, sillabub, architect, strychnine, architrave, catechumen, chrysolite, amphictyonic, eleemosynary, ipecacuanha, huguenot, halcyon, syzygy, sibylline, infringement, vermilion, weevils, murrain, chalybeate, guaiacum, katydid, ossicle, euthanasia, esoteric, cachexy, thralldom, surcharge, rebellious, colonelcy, quinine, reconnaissance, opodeldoc, pansy, odyle, sieve heliotrope, vaccinate.

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HOW A PRESIDENT IS NOMINATED AND ELECTED.

It is of the very first importance that the children in our public schools should be well versed in the history of our country, and that they also be instructed in the fundamental principles of our form of government, and the manner of electing officers, both State and National. We do not intend to ask any questions about ~~who~~ will be made our next President, but shall simply put a few queries concerning the manner in which a President is elected.

Will not all teachers into whose hands this number of the *Teacher* may fall make use of these questions in the school-room? We are just entering on the preliminary skirmishing of a great Presidential campaign; let the boys know something about it. If any teachers should find themselves "stumped," let them go at once to some active politician, or address a letter to the legal third of the corps of Resident Editors.

QUESTIONS.

1. Do the people of the United States vote directly for a President?
2. What do you understand by Presidential Electors?
3. How is a President nominated?
4. What do you understand by a delegate to the National Convention?
5. How are such delegates chosen?
6. How are the delegates to a State Presidential Convention chosen?
7. What is a Primary Election?

8. To how many delegates to the Union National Nominating Convention is California [Rhode Island] entitled?
9. Where and when will that Convention be held?
10. When and where will the Democratic National Nominating Convention be held?
11. What is meant by the *Platform* of a Convention?
12. Who are talked of as candidates for the office of President of the United States?
13. What is the White House?
14. Who nominate Presidential Electors?
15. When are they nominated?
16. Who vote for Electors?
17. When are Electors appointed?
18. How many Electors meet to choose a President?
19. What is meant by "Electoral College?"
20. To how many Presidential Electors is California [Rhode Island] entitled?
21. What is meant by "Electors at Large?"
22. Are the Territories represented in the Electoral College?
23. When and where will the Electors meet to cast their ballots for a President?
24. When is their vote counted and declared?
25. Where and by whom?
26. Do all the States appoint their Presidential Electors in the same way?
27. What exception to the general rule?
28. By what vote must a President be elected?
29. If the Electors fail to choose a President, how is one elected?
30. How can the House of Representatives choose a President?
31. In the event of an election by the House, how many votes would California [Rhode Island] have?
32. Within what time must the House elect?
33. Should the House fail to elect, who would become President?
34. What Presidents have been elected by vote of the House?
35. What is meant by the inauguration of the President?
36. When and where is the President inaugurated?
37. What is meant by the "President's Inaugural?"
38. Why was the fourth of March originally selected for the time of inauguration?
39. When and where was George Washington inaugurated President?
40. What is meant by Washington's Farewell Address? Have you ever read it?

—California Teacher.

---

SLATED MAP DRAWING CARDS.—Charles Scribner, 124 Grand street, New York, publishes a set of Slated Map Drawing Cards. These have the lines of latitude and longitude accurately and permanently drawn. A soft slate pencil should be used, and the marks erased without water. Munger's patent rubber is the one designed to be used. The pupil may draw the outlines from wall maps a hundred times, and not seriously impair the cards. We have used them, and know whereof we speak.

RESIDENT EDITORS' DEPARTMENT.

OUR BOOK TABLE.

SIMONSON'S CIRCULAR ZOOLOGICAL CHART. By Prof. L. Simonson, of Hartford, Ct. Philadelphia: Schermerhorn, Bancroft & Co.

We have seen nothing which presents at a glance, as it were, so comprehensive and satisfactory a view of The Animal Kingdom, with its grand divisions, classes, orders, families, genera and species, as this chart of Prof. Simonson. Its circular arrangement, while it brings the various groupings within a comparatively small compass, comprises a large amount of detail; so that any class, order, &c., may be easily identified by tracing it to some characteristic individual, while any one of a large number of individuals can, with equal facility, be traced through its appropriate genus, family, &c., to the grand division to which it belongs. For instance, we find—beginning at the margin of the chart and tracing toward the centre—that the Canary Bird belongs to the *Genus* of the *Finches*, to the *Family* of *Caonirostres*, or *Cone-billed Birds*, to the *Order* of *Incessores*, or *Perchers*, to the *Class* of *Land Birds*, and to the *Division* of *Warm-blooded Vertebrates*.

This Chart is worthy of a place in every school-room and family as an aid in the study of Natural History, or as an incentive to its commencement.

It can be obtained of the publishers by mail for 30 cents; colored, fifty cents; mounted and colored, one dollar.

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YOUNG'S NEW CHEMISTRY. D. Appleton & Company, New York.

It will be difficult to find elsewhere, within the same compass, so much that is new and interesting, upon the subject of Chemistry, as is embraced in this volume of less than five hundred pages. It is a *Mulum in parvo*: a thesaurus of the most important facts in chemical science. No one can examine it without interest and profit. We cordially commend it to the attention of teachers, and all who feel an interest in the progress of Modern Science; and more especially still to *all who do not*, in order that they may be quickened by it.

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THE Report of the Superintendent of Common Schools to the General Assembly of Connecticut has been received. The Superintendent, David N. Camp, Esq., has labored faithfully in behalf of the schools. He represents them, on the whole, as realizing a good degree of efficiency.

**OBJECT TEACHING IN THE 18TH CENTURY, AS DESCRIBED BY DR. ARBUTHNOT.**—The old gentleman so contrived the education of his son as to make every thing contribute to the improvement of his knowledge, even to his very dress. He invented for him a geographical suit of clothes, which might give him some hints of that science, and likewise some knowledge of the commerce of different nations. He had a French hat with an African feather, Holland shirts and Flanders lace English cloth lined with Indian silk; his gloves were Italian, and his shoes were Spanish. He was made to observe this, and daily catechised thereupon, which his father was wont to call "travelling from home." He never gave him a fig or an orange but he obliged him to give an account from what country it came.

**PRIMARY INSTRUCTION.**—It can not be too strongly borne in mind that thorough and systematic instruction in the primary classes of our public schools is absolutely indispensable to all successful advancement in the higher departments. Superficial and imperfect knowledge here can not fail to exercise a blighting and discouraging influence throughout every subsequent stage of the course.—S. S. RANDALL.

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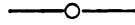
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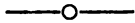
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Yours sincerely,

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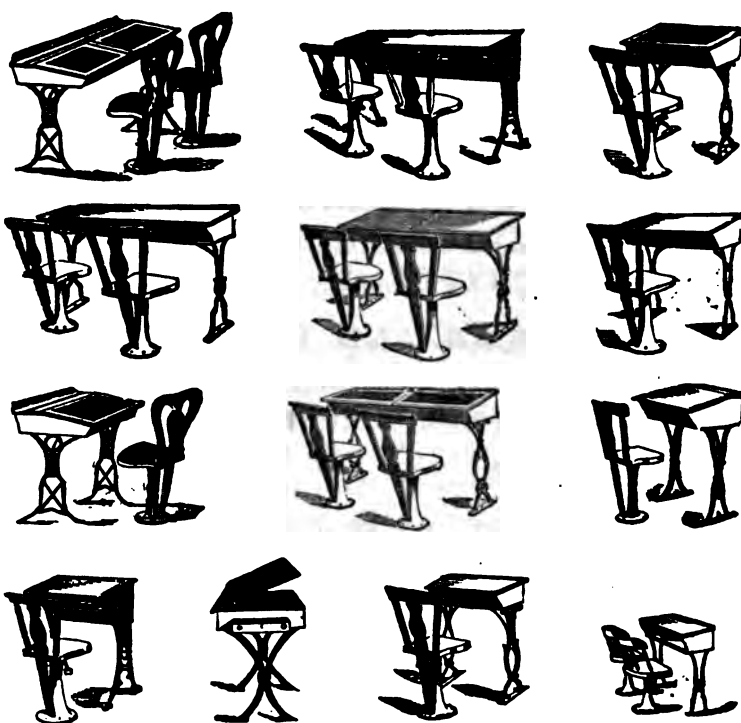
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THE  
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JULY, 1864.

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VOLUME TEN.

NUMBER SEVEN.

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NATURAL SCIENCE.—HEAT. NO. 3.

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WE have noticed how the *thermo-dynamic theory* accounts for the heat of combustion by the forcible impact and clashing together of the atoms of oxygen with those of the burning substance. The constant resistance with which the atoms meet from each other, and the force with which their motion is arrested, develops an amount of heat proportionate to the intensity of the chemical action. Hence to produce an intense degree of heat oxygen must be supplied in large quantities ; and for this purpose the blacksmith plies his bellows, and tall chimneys are constructed in smelting furnaces and iron works.

The general fact that arrested motion is always attended by the development of heat, leads to some very interesting deductions. This is specially true in respect to the sun considered as the great, central source of light and heat in the Solar System. If the theory of our modern philosophers is correct, we are able to furnish a very literal answer to the apostrophe of the poet,—

“ Whence are thy beams, O Sun ; thine everlasting light ? ”

for both these and the attendant heat are exclusively due to retarded and arrested motion.

This conclusion rests upon the assumption that all the space in which the planets of our system move is pervaded by a “ resisting medium ; otherwise all the bodies in the system would continue to

move with the utmost regularity. From the observed fact, however, that *not all* do thus move, the conclusion is deemed inevitable that the supposed resisting medium has an actual existence; and by consequence that all the bodies that revolve about the sun, as their centre, traverse constantly diminishing orbits, and are destined by the unchanging laws of Nature, at some time, to plunge into the body of the sun. At first this may seem startling and improbable. And yet it is difficult to say what there is irrational in it. When we are assured by the calculations of astronomers, carried out with an astonishing degree of mathematical precision, that the observed paths of some comets are becoming obviously shorter during each successive circuit, and that masses of matter have been seen actually impinging upon the surface of the sun, while in respect to our earth, that its orbit has not become perceptibly shorter since the commencement of astronomical observation, we may, perhaps, without any intense alarm or unreasonable skepticism, attend to what may be said in support of the views promulgated.

First: It is asserted that the astronomer, Encke, proved the existence of the assumed resisting medium by the fact that the comet which bears his name, completes each successive revolution in a period of time diminished by six hours. Hence its orbit must be diminishing in extent, and it must eventually fall into the sun. Analogy would lead us to the conclusion that what is true of this is true of the rest of the comets, whose number Kepler asserted to be greater than that of the fish in the ocean, although comparatively few are visible to the inhabitants of the earth.

Second: Our System abounds with masses of matter of comparatively small size, governed by the same laws of gravity as the planets and comets, and called by Arago, "appropriately," as has been said, asteroids. When these enter our atmosphere they appear in the form of fire-balls and shooting stars. It has been estimated that the number of these which annually approach the earth may be reckoned by "thousands of millions"; and yet that this immense number must be a very small fraction of those which revolve around the sun and are destined ultimately to fall upon its surface. That this is not an extravagant estimate may be inferred from the fact that during the "meteoric shower" at Boston, some years since, in nine hours the number which fell was estimated at two hundred and forty thousand.

Third: The effect of a resisting medium, of whose existence it is asserted that scientific men do not entertain a doubt, will be to cause the bodies which revolve around the sun to approach the centre around which they move with a velocity proportionate to their magnitude and density. Hence these "asteroids," or meteorites, must be constantly finding their way to the sun and falling upon its surface, while the orbits of the planets undergo no appreciable diminution.

Fourth: "As cosmical masses stream from all sides in immense numbers towards the sun, it follows that they must become more and more crowded together as they approach thereto. The conjecture at once suggests itself that the zodiacal light, the nebulous light of vast dimensions which surrounds the sun, owes its origin to such closely packed asteroids. However it may be, this much is certain, this phenomenon is caused by matter which moves according to the same laws as the planets around the sun; and it consequently follows that the whole mass which originates the zodiacal light is continually approaching the sun and falling into it."

According to this we certainly have here a cause sufficient to account for the light and heat of the sun. The heat produced by arresting the motion of such an immense number of the asteroids constantly falling into the sun must necessarily be very great. Can we, by any possible estimate, even approximately ascertain its amount? It is asserted that, from a course of mathematical reasoning based upon the laws of universal gravitation, "the velocity of a body in central motion may easily be determined at any point of its orbit." The mathematical formulæ obtained give sixty geographical miles in a second as the least velocity that a body revolving about the sun can acquire on reaching its surface, and eighty-five miles in a second as the greatest. From another course of mathematical reasoning we have the following result: "An asteroid, by its fall into the sun develops from *four thousand six hundred to nine thousand two hundred* times as much heat as would be generated by the combustion of an equal mass of coal." No such intense degree of heat can be produced by mechanical agencies upon the surface of our globe, owing to the impracticability of obtaining the requisite velocity. It becomes entirely possible, however, from the velocity acquired by a body whose motion is accelerated by the law of gravity acting through the enormous distances traversed by bodies in their passage to the sun. Something equivalent to this is requisite to account for the actual intensity

of heat in the sun's rays as observed at the surface of the earth. The power of rays of heat to pass through "diathermic bodies" corresponds with the intensity of the source whence it emanates. Now the power of the rays of the sun is found to surpass, in this respect, that of heat derived from all artificial sources. For example, the temperature of the sun's rays brought to a focus by a concave mirror is diminished only one-seventh or one-eighth by the interposition of a glass screen, while the same screen will cut off nearly the whole intensity of the heat from luminous rays concentrated from any artificial source, although the heat was very intense at the focus previous to the interposition of the screen. Hence we may infer the intensity of the source of solar heat; sufficient, as is estimated, to transform platinum, and all the most refractory metals, to vapor. No mere chemical action is deemed adequate to the production of such a degree of intensity. If solar heat were the result of chemical action, even though at its source its intensity might amount to thousands of degrees, it would be chiefly absorbed by the atmosphere, and would be scarcely perceptible on the surface of the earth. Hence we can see the importance of some such source of heat as that of asteroids falling into the sun.

According to the theory of planetary motion under consideration, all the masses of matter in our system, from the largest planet to the smallest asteroid, must revolve around the sun in spirals of constantly diminishing extent. It follows, as we have observed, that they must all finally reach the centre, and impinge upon the body of the sun. It is computed that the shock produced upon the earth by such a fall would instantly transform it to vapor;—that an amount of heat would be produced equivalent to that arising from the combustion of *five thousand and six hundred worlds of pure carbon*. The heat of the sun, from causes constantly in action, is estimated to be sufficient to raise, in one minute, *twelve thousand millions* of cubic miles of ice-cold water to the boiling point; and that the falling into the sun of a single meteorite, produces an amount of heat equal to that of the combustion of ten thousand times the same bulk of coal.

We have not space to consider how the bulk of the sun is affected by the mode of producing its light and heat to which our attention has been directed. It has been estimated, on the assumption that these are produced by the combustion of its own substance, that its entire mass would be consumed in four thousand six hundred years.

The present theory is calculated effectually to relieve any apprehension of such a catastrophe.

I. F. C.

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THE USE OF TEXT-BOOKS.

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THE sweeping assertion is sometimes made, that the great hinderance to progress in education, next to be overcome, is the use of text-books. Many who would not quite assent to this, still feel that in the use of a text-book there always lurks some form of superficial and shallow teaching. Objections may well be made to the injudicious use of books; whoever confine themselves closely to the mere words of any book, must walk in a narrow path. Still, it seems a bold statement which they make, who say, that no one should teach who cannot, from his own resources, make a complete treatise upon the subject he is teaching; who could not, if every book were destroyed, reproduce one containing all that he ought to attempt to teach.

But few would object to the use of text-books in history and geography. The discussion turns principally upon their use in grammar, mathematics, and the natural sciences. History and geography can be pursued by memorizing all of a book, and still be merely *pursued* but not overtaken. The same is true, more especially, of grammar and mathematics.

A scholar may be able to repeat the words of a grammar *verbatim*, without knowing enough of the language to construct a paragraph correctly; to recite an arithmetic or geometry as a parrot talks, and understand no more of mathematics than the parrot. Hence, as a remedy for the defects in education, arising from the misapplication of books, some are disposed to recommend more of oral teaching. But this may become formal and mechanical, as well as any other mode. The person who cannot teach from books, without losing the ideas in the words, will hardly succeed better without books. In fact, many who start with the theory that books are not to be used, and written rules are to be abjured, find themselves, almost before they know it, using rules themselves and giving them to their scholars. They may begin with the explanation of a process, perhaps the multiplication of



decimal fractions. Nothing is said of any rule at first, and that is well. They go on with the class and explain the process of multiplying 2.5 by 2.5 synthetically; the scholar readily sees the reason for "pointing off" two figures in the product in that particular case. Now, after he understands that, and thoroughly comprehends the principle, and can illustrate it by examples of any kind that can be given, where is the objection to telling him the rule that is laid down in our books? Would any teacher advise that the scholar should be required to practice the synthetical method of reasoning in every example of multiplication of decimals that may arise in any department of mathematics? Why not as well, and much better, have the rule, "point off, etc.," and apply it. The same question might with reason be put concerning any other of the principles involved in mathematics. If the rule is to be given at all, why not as well in the accurate, concise, permanent form of a good text-book as any other?"\*

In teaching geometry, some carry the objection to text-books so far that the pupil seems to be robbed of many advantages. Thus a teacher begins with a class by imparting some information about form, extension, and space. The elementary demonstrations are, by degrees, drawn out. Then the more complicated theorems are drawn out, and the scholar is required to search out the demonstration without

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\* Some who do not altogether reject *books*, do totally object to *rules* in books; thus B., in the March number of the current volume of the *Teacher*, says—"We do not know of any conceivable advantage in having printed rules other than those we have now stated." The only advantages "stated" by B, are those accruing to the indolent or incompetent teacher, and to the shallow pupil, who is thereby deluded "with the belief that he is learning arithmetic," when he is really only going through with certain prescribed processes, which will be of little or no use to him in practical life.

But, if we mistake not, those pupils who "are accustomed, either under the direction of a judicious teacher, or at their own suggestion, to understand the reasoning from which the rule is deduced, and to perform the problems, in the exercise of their reasoning powers," are often greatly aided by an accurate, concise, aptly-worded rule. The solution, the explanation, and the rule, are mutual interpreters. They, together, form a threefold cord not easily broken, and the three can be more readily comprehended and more securely laid up in the mental storehouse than either one of them alone.

The teacher who thinks more of the rule than of the reasoning process by which the rule is deduced, is not worthy of the place he occupies, nor of the name he assumes; but he who is a teacher indeed, not only expects his pupil to be able to solve a problem, but also to tell, in concise, accurate, fitting words, *how the solution may be performed*.—EDITOR MASS. TEACHER.

any help from books. A proposition, which could have been learned from a book in an hour, thus occupies days of study and often weeks. A scholar, by this method, spends as much time in geometry as would be required to master geometry and trigonometry with a text-book ; and it may well be questioned whether better discipline is not secured by studying the application of geometry to trigonometry, than in a blind groping after a form of reasoning that it costs months, and perhaps years, at first to mature. This course is not without some profit, but if pursued in every thing the field of knowledge would be small. Life is not long enough to allow us to make investigations in this way. As well might a teacher attempt to instruct in chemistry without any reference to the progress of knowledge due to the discoveries of the last century, as to instruct in geometry without reference to the advance in that science. The mere fact that a thing is stated in a book studied by the scholars, seems to some an objection to teaching it ; and the enquiry is not unfrequently made, not whether a teacher succeeds in instructing scholars well, but whether the things he teaches are such as are not contained in books.

The principle laid down by some that, in particular studies, books should never be used by scholars under a certain age, might be worthy of consideration if all teachers were as good as the best of them. The most successful teaching is the result, in part, of experience, and many a timid young woman, whose first essay as mistress of the school-room witnessed hardly a word extemporized, has come in time to the highest success in her profession. Such an one, hearing from what she calls good authority, that no books should ever be put into the hands of beginners, becomes disheartened, distrusts her latent abilities, and is disposed to renounce the hope of teaching. We would by no means lower the standard of excellence at which we all ought to aim, but would accept whatever below that standard is in the right direction, and hope for better things afterward. It is a melancholy sight to see teachers listening to a repetition of words they do not understand themselves. But we have seen attempts to teach without a book quite as futile. If the teachers who inform their scholars about the Maelstrom of Norway sucking in all ships that approach it, the Krakens of that coast, and other such exaggerated accounts gathered from the traditions of old almanacs, and inform them that they are facts, would adhere more closely to modern books, it might be better for their scholars.

False pronunciation gains much credence from the prejudice existing against consulting the books that teach correct pronunciation. Scholars have sometimes continued years pronouncing precedence, li-totes li-totes, si-necure sin-ecure, and so on without limit, while an Unabridged Dictionary lay on the school-room table which the teacher hesitated to consult for authority in pronunciation, because it was a book.

Books are the conservators of thought and language ; they present facts and principles in their simplest terms and best arrangements ; they are the sources whence the results of past study are derived. Not till teachers can command in themselves the accumulated strength and wisdom of all past ages, can they dispense with their help. If we aim to learn how rightly to use books instead of how to dispense with them, we shall have made the acquisition of an essential requisite for good teaching.—*Mass. Teacher.*

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#### POPULAR SUPERSTITIONS.

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IN this age of newspapers, periodicals and standard literature, of schools, academies and colleges, when the ignoramus who cannot read is a curiosity seldom seen, we think of the dark ages when we speak of superstition. With all the opportunities for gaining knowledge so readily accessible, and the progress made in science, we are loth to credit the amount of absurd superstition that has a firm hold upon the masses even in New England. Men of reputation for character and general information, who will talk intelligently upon politics, religion and other topics of general interest, practically believe in prophetic signs and superstitious notions as ridiculously absurd as most we find in the imaginary fictions of the East. A fruitful source of superstition consists in the fancied influence of the heavenly bodies upon the affairs of this world. The belief that the moon causes the tides is founded upon philosophical principles, but when the moon is claimed to give direction to the winds, temperature to the weather, and inform the farmer when to sow his seed, the connection between cause and effect is ignored.

The amount of such absurd faith in almost every community is incredible. Fishermen will wait for the finny tribe to see a full moon through the air-holes in the ice before they will molest them. The old family almanac is frequently consulted to anticipate the rain and shine, and the prophesied changes of weather "about this time" shrewdly scattered over a fortnight's space is always satisfactory.

No work is commenced on unlucky Friday. The position of the sun in the signs of the zodiac gives indispensable information to the farmer about the management of his stock. A multitude of similar ridiculous absurdities are believed not only among the ignorant backwoodsmen but by men of some position and influence in our most enlightened communities. We believe it devolves upon the educators of our youth to eradicate these relics of a barbarous age from the popular mind. It cannot be done in a moment. Men must be taught to think and reason.

To keep evil thoughts and influences out of the mind it must be preoccupied by right principles. Many a fond parent incautiously warps the tender mind of his child by placing in his hands the nursery tales of our day, which are at best only designed to interest and please. It is sad to see a little child upon its mother's knee listening with eagerness to tales of goblins, ghosts and fairies. With childish simplicity he believes it all. It will require long years of vigorous growth to repair the mind distorted by improper early training. The hateful ghosts of ghost and fairy stories often haunt the mind long familiar with philosophical investigations. If the judgment and imagination in early youth are vitiated by imposition upon childish credulity, a foundation is laid for any belief whatever, whether attested by credible evidence or not. This accounts for the grossest superstitions all about us.

The best antidote for this evil is to enlighten the mind by an acquaintance with the common facts of natural science. The habit of investigating the phenomena of nature, and tracing results to their causes will dispel the deepest darkness of superstition and ignorance. Instead of wearying the mind with the verbiage of the more abstruse branches of learning, the rudiments of natural philosophy should be taught in our common schools.

Education does not consist, as some would have it, in cramming the intellect with words and sentences which it cannot comprehend, but in the proper development of the innate powers of the mind.

Encourage the natural desire of searching out the reason for every thing, and you will do more to educate the mind than if you crowded into it all the facts of Appleton's Encyclopædia or Webster's Dictionary.

H. M.

#### MISTAKES OF EDUCATED MEN.

TAKE CARE OF YOUR BODILY HEALTH. From a large acquaintance with literary and professional men, and after a careful survey of the whole subject, it is my sober judgment, that more educated men fail of distinction through the want of bodily vigor than from any other cause. The high prizes in any of the professions are not to be won without exhausting labor. We talk a great deal about genius. What we say is no doubt all very fine. But, much as it may seem to you to be letting the subject down, depend upon it, you will not go far astray practically, if you define genius to be an extraordinary capacity for labor. I know well enough that such a definition does not exhaust the idea. But I have taken some pains to investigate the problem of the productions of genius, and the nearer in any given case I have been able to get at the very interior essence of things, the more have I been satisfied that no world-wide greatness was ever achieved, except where there has been a prodigious capacity for work. Genius, at least that kind which achieves greatness, is not fitful. It has an iron will as well as an eagle eye. This is not indeed the idea of genius that young men are wont to imagine. They picture to themselves rather the sudden erratic flash, that blazes upon the world without premonition and without adequate cause. It was once the fashion, for instance, to represent Shakspeare as a sort of inspired spendthrift, who dashed off his Plays with negligent and wanton ease, in the mere exuberance and riot of a heaven-gifted intellect. But a more careful investigation has dispelled this illusion. So far as anything is certainly known of the life of the great Dramatist, it all points the other way. It shows him to have been rather a man of care and method, of decided thrift in regard to worldly affairs, and of patient, almost plodding industry. Doubtless there was in the man at times portentous energy and fire, the fervid glow and heat of first

ception in the original composition of his Plays. But there was the slow, toilsome, and patient finishing and working up. Shakespeare appears in fact to have been more than twenty years in bringing his Plays gradually to maturity and perfection, so that they may be called a growth rather than an instantaneous creation. To accomplish, indeed, great results in any line, literary, scientific, professional or administrative, there must be great capacity for work. There must be the iron will that cannot be appalled by any possible accumulation of details, but works its way steadily through them by dint of constant, untiring, unyielding toil.

Now it is obvious that, in order to any such career, the body must have adequate powers of endurance. Long-continued mental labor, especially where the feelings are enlisted, makes fearful drafts upon the bodily frame. To go through the wear and tear of any of the ordinary professions, at least when a man has succeeded in acquiring considerable practice, requires vigorous health. How continually do we see professional men obliged to stop short in the full career of success, simply because their bodily powers give way. They cannot carry out the conceptions of their minds, because their bodies are unequal to the task of carrying them through the necessary toil. With sound, sturdy bodily health, you not only can labor mentally more hours in the twenty-four, but you can, while working, throw into your task a greater amount of intellectual force. A mind of great power, putting forth its full energy in some special effort, is like a warrior armed in heavy mail, going forth to battle. If the horse which carries him be small and puny, the warrior must needs fail. If, on the other hand, the horse be a powerful and generous animal, fully equal to the occasion, how much is the force of the rider himself increased thereby. So the mind gathers impulse and force from the body, whenever the latter is in high health and vigor. So, too, when the latter is feeble and sickly, the mind is either checked and hampered in its impulses, or, attempting to ride them boldly forward, it breaks down altogether. The man dies prematurely, or—worse still—he becomes a driveling idiot.

My first advice, then, to young men pursuing or completing a course of liberal studies is, take care of your bodily health. Without this, your intellectual attainments will be shorn of more than half their value. I dwell upon this point and emphasize it, because on every side of me in professional life, and especially in the clerical pro-

fession, I see so many helpless, hopeless wrecks. Verily there is some grievous mistake among us in this matter. Whether it be our climate, or our habits of student life, or our social and domestic habits, I am not prepared to say. But of the fact I make no doubt. Our educated men do not achieve half that they might achieve, for the want of the necessary physical vigor. It is painful to see the dyspeptic, sore-throated, attenuated, cadaverous specimens of humanity that student-life so often produces among us—men afraid of a puff of air, afraid of the heat, afraid of the cold, afraid to eat a piece of pie or good roast beef—men obliged to live on stale bread and molasses, who take cold if they get wet, who must make a reconnoissance of a room to see that they can secure a place out of a draught before they dare to take a seat—men who by dint of coaxing and nursing and pampering drag out a feeble existence for a few short years, and then drop into a premature grave,—martyrs to intellectual exertion!

I do not recommend the fox-hunting carousals of the old time English clergy. We need not go back to the material apotheosis of the classical ages. But verily we have something to learn in this matter. We have to learn that high mental exertion taxes most severely the life-force. We have to learn that the man of superior intellect, who puts forth his powers with resolute vigor, requires more bodily health and force to sustain the strain, than an ordinary laboring man does. Instead of being pale, delicate, feeble, and sickly, the student needs to be stalwart and hardy. He should have tougher thews and stronger sinews and a more vigorous pulse than the man who merely plows the soil. He need not have the brawn and bone of the athlete and the gladiator. He need not be a Spartacus or a Heenan. But he should be of all men a man of good, sound, vigorous, working bodily health.

It is no part of my errand here to-day to give you a lecture on hygiene. I do not propose to tell you how this strong physical health is to be secured. All I wish, or deem decorous, is to call your attention to the subject,—to impress upon you, if possible, the earnest conviction that something is to be done in this matter by those who lead a student life. Let me, however, say this much. We must live more in the open air than we do. We must warm our blood less by closed rooms and air-tight stoves, and more by oxygen breathed upon the beautiful hill-sides. We must spend more time in innocent outdoor amusements. We must cease to count gunning and boating and

bowling among the seven deadly sins. When a professional man is exhausted by intellectual labor, it is not in a dismal, solitary walk to recuperate him. Better let him pull off his coat and join the young folks on the green in some kind of honest game. Let him take a real hearty romp with the children. Let him have a little thoughtless fun. It will do him infinitely more good than lonely walks or swinging at dumb bells. Yet, I dare say, if the lawyer of the village, the editor, the politician, the judge, the physician, the professor, and the minister were to go out into the fields and engage in a game of ball, it would be thought wholly undignified! Do our judgments on these subjects need no revision? Are we sure that we are quite right, in the cold shoulder that we give to athletic sports and games?

Do not misunderstand me, young gentlemen. I am not for turning life into a holiday. My views of life are serious, almost severe. But, for the stern realities of duty, we all need, and none more than those who do brainwork need, the recuperation which comes from active bodily amusement in the free open air. The English and the Germans understand this matter better than we do. We criticise the Englishman's fox-chasing and grouse-hunting and intense love of field sports, as being frivolous,—as betokening an inferior style of civilization. But does our plan turn out statesmen such as Palmerston, who, already long past his threescore and ten, still handles the helm of empire with the fresh grasp and the vigorous step of youth?

In connection with this point of bodily health, let me say in passing that we in this country pay too little attention to the cultivation of the bodily senses and organs. The intimate interdependence of mind and body has not yet been duly appreciated among us. The man who has learned drawing or painting, sees more than other men do. The man who has studied music, hears more. The cultivation of the eye, the ear, the hand, and of the other bodily organs and senses, multiplies in an ever increasing ratio the occupations and capabilities of the mind. It produces habits of exact observation, and it gives to one's observations utility and point. Not only, then, aim to secure vigorous bodily health, but lose no opportunity for acquiring any kind of mechanical skill based upon a development and cultivation of the bodily organs.—JOHN S. HART, LL. D.

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GOOD BREEDING.—A man's own good breeding is the best security against other people's ill manners.



## THE FRIENDS OF YOUTH.

BY ANNIE ELIZABETH.

THIS earth is not our dwelling place,  
Our homes are 'yond the sky ;  
And life is but a rapid race  
For immortality.

The days and years flow swiftly on,  
We cannot trace their way,  
For ere we greet them they have gone,—  
A meteor's flashing ray.

We meet, and joyous hand in hand  
Dance gaily life's ways o'er ;  
A little while,—a broken band  
We stand upon time's shore.

The days of youth so gemmed with dew,  
Are lost in Time's dark urn,  
But on thine altars, Memory true,  
Pure fires will ever burn.

Recorded on thy tablets dim,  
Are names with many a vow ;  
And cypress wreaths are twined for them  
Whom death hath parted now.

While hope's young flowers were opening bright,  
And life a summer day,  
Then, ev'n like fading dreams of night,  
They passed from earth away.

Sweet as the breath of seraph lyres,  
Fair as the sunlit sea,  
And fadeless as the vestal fires,  
Their memories will be.

Thus, one by one, each pleasant face  
Fades out from childhood's band ;  
Oh, earth is *not* our dwelling place,  
We're waiting on the strand.

Though all life's ways be dark and drear,  
And youth a vanished day,  
Still memory will linger here,  
As to a sunny ray.

Life's early days around the heart  
Will keep in trust their power,  
Their influences will ne'er depart  
'Till the last waning hour.

BRISTOL, June 27th, 1864,

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"THE STUDY OF GRAMMAR."

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THE May number of THE SCHOOLMASTER contained an article with the above title, the spirit and object of which we do not approve, nor do we see how the author benefits the "anxious" school-boy or solves the (to him) intricate problem. "H. M." evidently does not like the study himself or fails to present it in an interesting manner to his pupils.

We do not believe Grammar to be the "driest of all books," if properly taught and fully explained by the teacher.

The principal failure, no doubt, is, that in this study, as in many others, the teacher fails to "put in the filling." He should not confine himself to the printed questions alone, and simply do the least possible for the pupil, but should illustrate the subject by appropriate examples and verbally explain every definition not readily understood.

"H. M." hardly knows whether the "defect" is in teacher, pupil, or text-book. We think for the most part it is in the teacher. There are some grammars which we think have "radical" defects, but where a good teacher is at the head of affairs there will be an active, progressive, and well-taught school.

"H. M." thinks the pupil may answer all the questions and yet not have *the least conception of what he recites*. This is strong language, and we may admit the statement *provided* you have *certain* teachers and *certain* text-books and *certain* pupils; but we do not admit such statements if the class is instructed even by a man of ordinary ability and tact.

The true teacher will *ascertain* whether a lesson is understood and the nature of the parts of speech comprehended, but if the teacher cannot elucidate the subject nor the Grammar, then resort to *vertebræ*, *patella* and *cartilage*, which beginners in Grammar understand, of course!

Our brother teacher is evidently troubled with "idioms." We do not know how extensively he has examined our text-books, but we commend to his favorable notice pages 229-235 of Brown's Institutes, last edition, and 181-185 in Quackenbos' new Grammar. No doubt others are equally rich in such examples, but these alone happen to be on our table. We recommend to our friend a careful perusal of Brown, *notes, observations* and all.

We believe the true method of mastering Grammar is to proceed slow and sure. Let the pupil be able to point out one part of speech, the noun, for instance, with readiness, before he is put upon another. Add a new topic and continually review the old, advancing just as fast as he is able to comprehend the new and remember the old. Let every word, definition and rule be fully explained and the subject treated in the clearest manner possible, and we will risk the interest taken in it by the pupil.

Let it be shown in what sense a noun is the "subject" of a verb, how adjectives "relate" to nouns, how a verb must "agree" with its subject.

A teacher who is able to criticise the text-books in print ought to be able to correct the same in the every-day routine of the school-room.

It does not follow because unfortunate definitions are given, that the teacher is to feel excused from all responsibility. As we understand the educational problem, we who are teachers must not slavishly follow the exact model and beaten track of the particular author whom our committee may decide to be the best. We must teach the subject as it should be taught, correcting and explaining, every day, all the points at all difficult. Every teacher has his favorite text-book; we have ours, but we know of none which we follow *precisely*. The teacher, too, should study the English language sufficiently to explain, himself, most of the "idioms" according to their meaning and use, without being obliged to put himself to "straits" in finding "authority" for every difficult sentence which may be brought to his notice.

TEACHER.

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AFFLICTIONS are but as a dark entry into our Father's house; they are but as a dirty lane to a royal palace.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

### EXAMINATION OF CANDIDATES

For Admission to the Fall River High School, Chas. B. Goff, A. M., Principal.

[HAD we not already been informed in regard to the excellent character of the Fall River schools, the following questions would certainly convince us that their standard is very high, and that studious faithfulness on the part of both teachers and scholars could alone secure promotion. In fact, we know that Mr. Goff's graduates are annually receiving the first prizes awarded by the presidents of our best colleges—ED. DEF'T.]

#### ARITHMETIC.

1. Add  $\frac{.75}{3\frac{1}{4}}$  of  $\frac{4\frac{1}{2}}{40}$  of a mile,  $\frac{1}{3-5}$  of a furlong and  $\frac{40}{.08}$  of a rod.
2. My agent bought for me a quantity of sugar at  $18\frac{1}{2}$  cents per pound, and his commission at 1 4-5 per cent. amounts to \$42.66: how many barrels of sugar of 240 pounds each did he buy, and how much money must I send him, including his commission?
3. A person owning \$1200 in bank stock wished to exchange for government funds. The stock is at a discount of  $3\frac{1}{4}$  per cent., while the funds are at a premium of  $10\frac{1}{4}$  per cent.; what amount of funds, at par value, can he obtain, allowing  $\frac{1}{4}$  per cent. for the broker's charges?
4. Which will yield the larger profit, 8 per cent. stock at a premium of 20 per cent., or 5 per cent. stock at a discount of 20 per cent.?
5. Three persons engage in trade with a capital of \$1600. A's stock was in trade 6 months, B's 12 months, and C's 15 months; at the time of settlement, A receives \$120 of the gain, B \$400, and C \$100: what was each man's stock?
6. Two families bought a barrel of flour together, for which they paid \$10, and agreed that each child should count half as much as a grown person. In one family there were 3 grown persons and 3 children, and in the other, 4 grown persons and 10 children; the first family used from the flour 2 weeks, and the second, 3 weeks: how much ought each to pay?
7. An apple boy bought a certain number of apples at the rate of 3 for 1 cent, and as many more at 4 for 1 cent, and selling them at 2 for 1 cent, he found that he had gained 15 cents: how many did he buy?
8. A man passed 1-6 of his life in childhood, 1-12 in youth, 5 years more than 1-7 in matrimony; he then had a son whom he survived 4 years, and who reached only  $\frac{1}{2}$  the age of his father. At what age did he die?
9. Three persons buy a piece of land for \$4569, and the parts for which they pay, bear the following proportions to each other, viz.: the sum of the first and second, the sum of the first and third, and the sum of the second and third, are to each other as  $\frac{1}{2}$ , 3-5 and 7-10. How much did each pay?
10. A man employed three men, A, B and C, to do a piece of work for \$132.66. A can do it alone in  $23\frac{1}{2}$  days, working 12 hours a day; B can do it in 25 days,

working 8 hours a day; and C can do it in 16 days, working 11 1-5 hours a day. In what time can the three do it, working together, 10 hours a day, and what share of the money should each receive? [*Write the full explanation.*]

## ENGLISH GRAMMAR.

1. State the rules for the use of capital letters.
2. State the rules for the formation of the plural of nouns.
3. Write the plural of penny, man-servant, sheaf, scarf, staff, palmetto, genius, crisis, scissors, turkey. (If any have two forms, write both.)
4. Name the principal parts of flown, hide, sat, lain, lived, shorn, laded, strow.
5. Mention some of the defective verbs, and state what parts each has.
- 6 and 7. Correct the errors in the following sentences :
  - (a.) Let the people elect whomsoever they think, is best qualified.
  - (b.) I knew it was him.
  - (c.) I knew it to be he.
  - (d.) Not one of the boys should come without their books.
  - (e.) Which is the largest—the minuend or the subtrahend?
  - (f.) Solomon was wiser than any of the ancient kings.
  - (g.) He laid down awhile, then raised up.
- 8, 9 and 10. Parse the *italicised* words in the following sentences :
 

He reads *whatever* is *instructive*.  
 They deemed *each other* oracles of law.  
*Such a one* as I was, *this* picture presents.  
 His reputation as a *scholar*, was the *cause* of *his* being *appointed* orator.

## POLITICAL AND PHYSICAL GEOGRAPHY.

1. Bound the State and city in which you live.
2. Locate the capital and six important cities of the State, stating what you know of each, as regards population and business.
3. Locate its principal mountains, capes, rivers, bays and sounds.
4. Bound Illinois and Kentucky.
5. Locate Vicksburg, Fredericksburg, Yorktown, Edinburgh, and Marseilles.
6. Mention the countries of South America and state the capital of each.
7. Name the principal rivers, mountains and lakes in Asia.
8. Define the two classes into which rivers are divided and mention eight of the largest rivers of the Atlantic System.
9. State the generally adopted theory for the cause of constant currents.
10. Mention the principal food-plants of the Torrid, and those of the Temperate Zone.

MAY, 1864.

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CORPORAL PUNISHMENT.—The school board of Chicago have unanimously adopted the regulation “that no teacher shall punish a pupil except in the presence of the class to which such pupil may belong.”

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**RESIDENT EDITORS' DEPARTMENT.**

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**TEACHERS!** Are you aware that everything which enters into the making of **THE SCHOOLMASTER** costs more than double the price of two years ago? Our subscription price is the same, while we use the best material which can be found, and are now issuing a better book than any other State as far as material is concerned. Now we cannot go on much longer without some further encouragement. Will not every one who now reads the journal feel an interest to increase the circulation. We have stemmed the tide thus far, let us keep up good courage and maintain a journal which shall enjoy a vigorous life. Teachers, it is your enterprise! Don't forget it!

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**IN MEMORY TO THE HONORED DEAD.**

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The past and present members of the Woonsocket High School, assisted by the citizens of the place, have recently held a fair for the purpose of raising funds for the erection of a suitable monument in memory of **Lieut. H. R. PIERCE**, the former much beloved and faithful teacher.

Would it not be a pleasure, and patriotic duty, to add something to the fund thus commenced? Many teachers in this city and State knew the lamented **PIERCE** only to love him. In the blossom of his manhood, in the midst of a happy and useful profession, from a young wife and cherub boy, he followed the old flag into the deadly fight and fell in the front with his breast facing the foe. Let us help in erecting a column to his memory.

Any contributions sent to **J. J. Ladd**, of Providence, will be forwarded to the committee.

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**DEATH OF GEORGE ALLEN, JR.**

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**GEORGE ALLEN, JR.**, Master of the Hancock School, Boston, died at his residence, Chelsea, May 1st. Mr. Allen has been connected with the public schools of Boston for twenty-eight years, and has ever been known among the most efficient, earnest, and successful laborers in the cause of education. He has left a shining record. He had a purpose—the noble purpose of keeping a good school,—and most successfully did he accomplish that purpose. Though dead he yet speaketh. His memory is embalmed in the hearts of thousands of pupils, many of whom have risen to stations of eminence and power in the political and educational world.

His funeral, held at Chestnut Street Church, Chelsea, was attended by a vast concourse, including the school committee of Boston, masters and teachers of the public schools, present and past members of the Hancock School. His remains were interred in Woodlawn, to rest in that peaceful retreat till called forth at the last day, when, we doubt not, many will rise up and call him blessed, and when the Great Master will say, "Well done, good and faithful servant."

The following just and discriminating remarks were made at the funeral by Rev. Mr. Plumb, pastor of Chestnut Street Church, Chelsea :

" Had any wish in regard to these services been expressed by our departed friend, it would have been that nothing of fulsome adulation might find place in the tribute we offer his memory to-day. A man of simple tastes, it is fitting that in simple words we express our estimate of his life, and our grief at his death.

" This large concourse testifies to an unusual sense of public loss. ' The memory of the just is blessed,' and since our friend is no more to be with us here, to his blessed memory let us turn.

" Forty-eight years ago next June, began that useful life which on last Sabbath—May Day—morning peacefully reached its close. The childhood and youth of Mr. Allen, were exemplary in a remarkable degree. Commendable in every relation, his filial spirit was especially deserving of remark. From his earliest years, his conduct was so correct, and his religious feelings so steady, that, although there were times when his religious impressions were deepened, it was impossible to tell when his religious life began. He seemed to be one of those who in infancy are subjects of renewing grace. That grace he was enabled to illustrate by a useful life and a peaceful death. The promise of his youth his manhood fulfilled. One who knew him well through all his life, and who speaks with conscientious care, says of him : ' I have met with many who were called, I believe justly, on the whole, good and honorable men. But in the great majority there has been some unworthy trait of character that diminished esteem and forbade unreserved confidence. On Mr. Allen's truth, sincerity, and freedom from every thing that was mean or unmanly, the mind might repose, and no watch be kept.' Embracing with all his heart the system of evangelical truth, and delighting in theological research, he was a valued companion to the minister of the Gospel, and, in the Bible-class and conference-room, an able and interesting expounder of the truth. In his long and painful illness, and in his near approach to death, he exemplified the faith and patience of a child of God. When in the daily expectation of death, he said to me, referring to his hope of acceptance with God, ' I have nothing to bring ; my only trust is the hope of a sinner in the atoning blood of Christ.' While lingering on the brink of life his father asked him, ' Is your faith still firm in Christ ? ' Lifting his eyes calmly in reply, with an expressive, peaceful look, he simply answered, ' All the time.'

" For some twenty-eight years past Mr. Allen has been engaged, and much of the time widely known, as an instructor of youth. Receiving his education at Leicester Academy and Yale College, he was invited, while teaching at Newton, to enter the Boston Public Schools. Leaving his college course before it was quite complete, though receiving afterwards his degree, he engaged at once and with ardor in the labors of that congenial field. For a while connected with other schools, he had one, his principal work, as master of the Hancock School, and for the greater part of the time, since that school has had its present mission as a school for girls, giving himself to the single work of educating the daughters of the people. No man was ever better fitted than he for such a work. Remarkably clear and exact in his knowledge, and accurate in expression, his rare power of communicating instruction, his skill in awakening the minds of his pupils, his tact and success in exercising a firm and kind control, and above all, his earnest appreciation of the moral and religious ends of education, all proved him adapted for the profession he chose. Added to these qualities, the generous sympathies of his nature, his conscientious respect for the rights, and hearty interest in the welfare of the people, gave him

peculiar fitness for a position in our public schools. He was through life a steadfast friend of the poor, of whatever color or race. Many will remember with what especial pride he loved to point to those of his pupils who had risen to eminent scholarship and fine character, from the families of the very poor. The measure of usefulness attained by an instructor of a girls' school, is perhaps less easily traced, than in the case of those who, like Arnold, have to do with the future men of the nation. Yet it may well be questioned which position has the greater power of good. There are, however, some who have risen to eminence in political life, and in the ministry of Christ, who have said, that the most careful and valuable instruction they ever received, was that imparted by Mr. Allen, gratuitously, in their early youth. Yet who can doubt that the able and patient endeavors of our friend to give a true education to the daughters of the people, have had, and must continue to have, a vast influence on the character of the people of our Commonwealth, and particularly in that portion of Boston where the influx of foreign population has rendered such an influence of especial worth. What better gift could a man make to Boston than to stand as he has stood, for more than a quarter of a century, in the Old North End, battling against all that is degrading, and sending out healthful and saving influences on every side. To this work he gave himself without stint. He had no other ambition! He desired no other work. Sufficient ambition! Sufficient life-work, when done as well as it has been done by him! Everywhere around us his pupils rise up and call him blessed. Multitudes of the most refined, most useful, and respected ladies among us, recall to-day, with tears of gratitude, what Master Allen has done for them. But his efforts here are closed, and this is why we mourn. No more shall we look on his dignified and commanding form, itself a model of manly proportion; no more receive his always pleasant greeting; nor enjoy again that rare flow of genial, sparkling humor and sound wisdom, in which he used to converse. Having attained a rare success in noble work, he has been called by the Great Teacher to even nobler duties in another sphere."—*Mass. Teacher*.

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OLD WARWICK.—We have received a long communication from Old Warwick, giving an account of a very pleasant meeting which recently took place in that village, on the occasion of presenting a suitable testimonial to Mr. Braman Whitney Matteson, who, for the past seven years has filled several important and useful positions, such as teacher of the public school, superintendent of the Sunday school, &c. Mr. Matteson was invited to attend a surprise party which was held at the mansion of the Family School, and was there addressed by Rev. George A. Willard, who, in behalf of the committee, presented to Mr. M. a handsome writing desk, liberally furnished. The latter responded in appropriate remarks.—*Providence Press*.

A correspondent says: "The present was a handsome, spontaneous, and well-merited tribute to a veteran teacher."

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WE went to Saratoga on purpose to drink the Empire Water, for its healing virtues. Now we can quaff from Field's fountain the Kissengen, which sets the Empire Spring in the shade. Field's Kissengen is the best in the city. His store is 205 Westminster street. Had it not been for his Embrocation we should have been hopelessly exempted from the draft.



**SALARIES OF TEACHERS.**—The city of Cleveland, Ohio, places a high estimate upon the position of primary teachers. The lowest salary paid them there is \$350.

The salaries of all the female teachers employed in the public schools of Springfield, Mass., except those of the high school, were raised \$25; the salaries of the female teachers in the high school were increased \$50; those of the principals of the grammar schools \$200, making them \$1200; and that of the principal of the high school \$200, making it \$1700.

The salaries of the teachers of Milford, Mass., have been advanced twenty per cent., and in some cases thirty-three per cent.

The salaries of the teachers of Somerville, Mass., have been raised as follows: The principal of the high school to \$1650; principals of the four grammar schools to \$1150. All female teachers that formerly received \$300 are to receive \$375.

MR. W. H. WELLS has resigned the office of Superintendent of Public Schools of Chicago, to enter the Presidency of the Illinois branch of the Charter Oak Life Insurance Company. His health is somewhat impaired from his constant and arduous duties. He leaves with the best wishes of all who have known him.

TEACHERS, did you know that Bangs Williams and Frank L. Gay are the only booksellers who help *THE SCHOOLMASTER*? These can supply you with anything in the book or stationery line very *cheap*! Don't forget them.

## OUR BOOK TABLE.

**A COMPLETE LIBRARY IN ITSELF.**—No school library can be complete without APPLETON'S CYCLOPEDIA. Almost any other deficiency may be tolerated so long as the Cyclopædia is at hand as a work of general and authoritative reference. This is an age of much learning, and of many books; and it is a grave question with the trustees of colleges, academies and schools, or other persons who are intrusted with the responsibility of selecting from the vast indigested mass of current literature—*What is it best to choose?* The publication of Appleton's Cyclopædia relieves this question of much of its painful pressure. By purchasing that repertory of the physical sciences and of history, geography, biography, and pretty much all else that is worth knowing, the necessity ceases for buying a multitude of books on those special topics. We do not say that standard works on science, history, &c., can be dispensed with, but nine-tenths of the cumbersome matter that used to be considered indispensable for a library, can safely be. In the Cyclopædia is presented the golden grain carefully winnowed from the chaff in which a great portion of the book-learning of the world is buried. Considerations like these, and the still more powerful one of economy, have led to the adoption of the Cyclopædia as the corner-stone of the school libraries of New York, Boston, Cambridge, and many other cities. This plan should be universally followed.

RESIDENT EDITORS' DEPARTMENT.

**SARGENT'S COMPLETE PRONOUNCING SPELLER**, with a New System of Notation, by  
Epes Sargent, author of the Standard Readers. Boston : John L. Shorey.

Here is a book that will stand the test of the school-room. Each vowel has its appropriate mark for pronunciation. The arrangement of words is systematic and exceedingly judicious. A Table of Representative Words in the appendix is alone worth ten times the price of the book. Don't adopt a speller before seeing this new jewel.

**EATON'S INTELLECTUAL ARITHMETIC**. Taggard & Thompson, Boston.

It has all of the jewels of the excellent old Colburn's, with the modern improvements beautifully set. It is a triumphant success in the production of a progressive work for young learners.

7

**THE PROGRESSIVE SPELLER**. Cheap Edition. Boston : Oliver Ellsworth, No. 73 Cornhill.

This is a remarkable example of an excellent book for a small amount of money. A complete Progressive Speller, with exercises and accurate definitions, for the nominal sum of ten cents. Send for a copy and try it.

WE acknowledge the receipt of the Report of the Schools of North Providence by the politeness of A. C. Robbins, Esq., the Secretary of the Board. It represents a wholesome progress in many directions.



**FIELD'S**  
**Family Medicine**  
**STORE,**  
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of Union Street,  
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At this establishment can be found a complete assortment of Family Medicines, Drugs, Chemicals, Patent Medicines, Perfumery, &c.

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German Cologne by the box or single bottle; also, a fine Cologne of our own make.

NOW READY.

# EATON'S NEW INTELLECTUAL ARITHMETIC.

[On the Plan of Warren Colburn's First Lessons, Improved.]

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## PREFACE TO THE ABOVE WORK.

The Pestalozzian or Inductive Method of teaching the science of numbers is now universally approved by intelligent teachers. The first attempt in this country to apply this method to Mental Arithmetic resulted in the publication of COLBURN'S FIRST LESSONS, a work whose success has not exceeded its merits. It was, however, a useful experiment rather than a perfect realization of the Inductive System of Instruction. That the subsequent books of the same class and purpose have failed to correct its defects, and thus meet the demand it created, is due evidently to their departure from the true theory as developed and exemplified by Pestalozzi.

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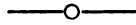
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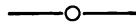
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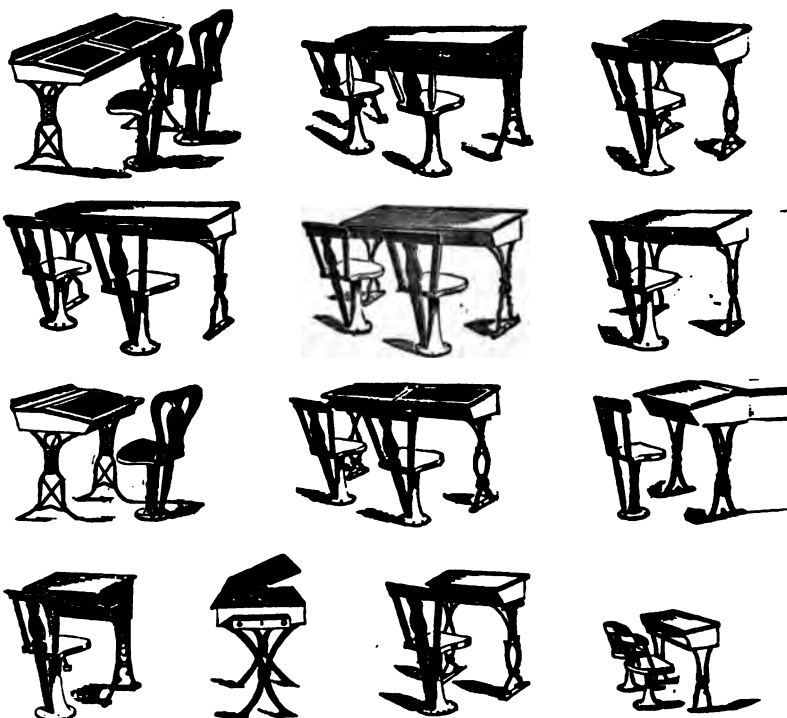


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But the least prominent object in all the scene is the most interesting. It is a large boulder which the parent ledge has tossed upon the sands, a rough piece of old red sandstone, smooth upon its upper surface, but jagged enough elsewhere.

It is not the artistic beauty of this sanctuary of Nature, with its ocean music, its altar of stone and its incense from the chalices of a myriad of wild flowers, but it is the footsteps of genius which have hallowed the spot. It was here that Hugh Miller first held commun-

ion with the spirit of the past, and here he first pondered her mysterious symbols.

As a school-boy he came, with his romping troop of followers, to lead his wild Robinson Crusoe life among the rocks and caves. Later, with the "slim youth in moleskins" he here discussed the grand old heroes of Scottish history, or his favorite Homer, while he collected curious geological specimens. And even after his school-days were over, and the active, restless boy had become the stone mason of Cromarty, we find him still spending his leisure hours at the old rock table, surveying with great satisfaction his treasures of fossil ichthyolites.

Mother Nature early adopted this prophet child of hers. With her autumn sunshine she wooed him away from his cottage home, and as he strayed over the hills and among the woods, the trees held out their arms in benediction. Oaks fluttered their clouds of crimson, the elms their draperies of golden brown, and those "shy maidens, the birches, with flowing tresses," rustled a welcome. Tall ferns drooped over carpets of moss and beds of astors, while the afternoon sunshine slanted through the thick woods and lit the dim old woods with its glory.

In the midst of all this enchantment, the child walked reverently and pondered upon things strange and mysterious. The shadows of the trees and of the rocks, what were they—vanishing at noontide and then creeping slowly out in the afternoon? And the rocks themselves, with the great sea at their feet,—the storms could not move them—the ocean battled vainly! They only sent back a defiant echo from their caves! And then the terrible, wrathful sea! Where had it hidden his father, and the rest, who had sailed over its deceitful waters and never returned? What might be that strange vision which he saw on the terrible night when his father died—what were weaiths and water kelpies, of which the old woman told such dismal stories?

But while he mused, the years passed swiftly, taking away his old playthings, but filling to the brim with happy hours the silver chalice of his boyhood. With additional inches and feet of stature came mental development. We, looking back upon his school-days in the glamour which his after life sheds around him, find in the character of the rough, determined school-boy promises which afterward met with such a rich fulfillment. The confinement was irksome, and he

could not foresee the pleasant or even the useful side of study, so he neglected his lessons, and devoted himself to mischief and frolic with the same determination with which he afterward applied himself to the pursuit of knowledge. Those were happy hours when the caves and dens sheltered the lawless idler from the wrath of the indignant schoolmaster, or from maternal displeasure. It was not the dunce but rather the prince of the school, who entertained his fellows behind his altars, with marvellous fairy tales, discoursing upon Ali Baba with his oil kettle and forty jars, or Aladdin and his wonderful lamp, with the same gravity and earnestness with which in after years he expatiated upon Osteolepis or Pterichthys, to select companies of naturalists.

But this could not last. Though at first his physical nature seemed to have outgrown his spiritual, the latter soon developed rapidly through the influence of a few choice books, which a happy accident brought within his reach. The second marriage of his mother and his unfortunate quarrel with the schoolmaster brought him suddenly to a new era in his life. The library of uncles James and Sandy brought food to the hungry mind, but a new schoolmaster, Toil, was to afford the needful discipline.

From this moment, the life of the boy merges into that of the man. Through all the years of his apprenticeship, with every stroke of his mason's hammer upon the stone, he was fashioning his own life as well. The elements of a noble character were here, rough, full of sharp points and angles, shapeless and unhewn, — but he was forming them into symmetry.

Out of the unsightly present he learned to bring possible beauty. Even Toil, with its hard hands and stern, unyielding rule, he looked upon as a friend, and was rewarded by the appreciation of much that was enjoyable.

In his life in Cromarty, Inverness and Edinbro', his sources of enjoyment were all the same. The study of human nature was one of the compensations of his lot, and few have had a wider sphere of observation. From Mad Bell and her flaming midnight torch or his rude comrades of the barrack, he turned to trace in the sheep tenders of the Highlands the departed glories of the Bruce and Wallace and Clan Alpine. Now throwing his withering sarcasm upon some mechanical statesman, or some comfortable ecclesiastic "at ease in Zion,"

and now enthusiastically proclaiming Agassiz prince of living geologists, or crowning Chalmers "king of preachers."

Literature was a delightful presence, cheering lonely hours, and affording food for thought when the surroundings of the "bothy" or the quarry were most repulsive. The study of Geology was becoming the habit of his life, and he relished it with the greater zest for the difficulties which it presented to his eager grasp.

Into the crystal urn of poetry he poured many jewels of thought, but its narrow circumference was too scant to hold his abundance, and he was obliged to dispose of his treasure in the meaner casket of prose.

He quaffed deeply at perennial fountains, and as he grew stronger and his vision clearer he gave back to the literary world a full compensation. When the careworn editor of the "Witness," wearied with the fruitless endeavors of clans and parties, turned once more into the beaten paths of science the old love of Geology became stronger than ever. He still read

"Sermons in stones, and good in everything."

And so the days of his manhood were the happiest. All his life his soul had been reaching out toward things grand and beautiful. Hero-worship, he had tried that and turned away sickened from the mouldering shrines of mentality. The love of Nature was in his soul, but he sought vainly to fill the aching void with fading flowers and changing scenery. There was not one lasting thing in all the world. The ages, as they passed away, had taken with them their treasures of life and color, and left only mysterious writings on the walls of time to tell of the glory of the past. He had tried Science, but there could be no fullness of contentment here, for the eager soul was always dashing itself against its impenetrable barriers, and the dreary outlines of the impossible mocked his anxious endeavor.

Then came Religion, with a star on her forehead, and he heard the rustle of her white garments. He saw her finger pointing upward. Through the mists of sorrow there broke a vision of insufferable brightness. Humanity with the radiant crown of divinity, the *man*, Christ Jesus.

And then there came a change. The voice of Nature was a glad rejoicing. The murmur of waters was a hymn of praise. The rocks were full of messages from the hand of his dearest friend. As for

Science, it had now a deeper and a grander meaning. As Pollock heard in the sound of the sea, "The wide, the deep, the profound the eternal base of Nature's anthem"; as our own Mitchell, listening to the music of the spheres, distinguished in their sublime harmony the Voice of God asserting His being and attributes, so this humble stone-cutter found written in enduring language, the "Testimony of the Rocks" to the truth of Revelation. All Nature spoke to him of Nature's God. With the calm eye of Faith he could gaze undazzled upon the sublime truths which have ever been developed by the human mind. He looked backward, not as one who blindly gropes his way in the dark, but boldly as do those whose eyes have become accustomed to the twilight. He walked fearlessly yet with reverence where lay the poor dead past, with the seal of the destroyer upon her brow, and her children, the ages, buried at her side. He read the inscription upon her mausoleum. Glorious words of prophecy—foreshadowings of perfection. Beautiful indications of the Divine Benevolence falling like a garment around our frail humanity.

" With reverence waiting to behold  
His Avatar of love unfold  
The Eternal Beauty, new and old ! "

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#### PATRIOTISM AND PARTISANSHIP.

THE Common School system of this country is the admiration of the civilized world. The wisdom of centuries has been employed in laying its foundations, and upon these has arisen a system of public instruction which is the grand palladium of our existence as a free people.

To us of the present generation, this rich possession comes by inheritance; and there is danger that we shall under-estimate the importance of transmitting it in its highest perfection to our successors. We gaze with delight upon the beauty and symmetry of the superstructure, and seldom stop to inquire whether we have a duty to discharge in guarding and preserving its foundation stones. In possession of the present, we are in danger of forgetting our obligations to the past, and our responsibility to the future.

The essential and central idea of a *common school*, is that of a school for instruction in branches of *common interest and profit*, and from which all subjects of *partisan or sectarian character* are forever excluded. Here is common ground, on which all may unite. Whatever party or sect may have the ascendancy, it occasions no conflict or disturbance here, so long as we abide by these fundamental principles. But we need to have clear and well-defined views of *what* these principles are. The line between subjects which are appropriate in the school, and those which have no place there, should be plainly and sharply drawn.

Our common schools are sustained and controlled by the State. Out of this relation grow duties to the State which are paramount to all others. Whatever else may be neglected, patriotism and love of country, loyalty to the constitution and government, should be thoroughly and constantly inculcated. Pupils should learn *what* treasures of blood our national existence has cost. They should study the constitution till its teachings become a part of their own existence. They should be taught to feel that when the government is in peril no personal sacrifice to save it can be too great.

Lessons of patriotism should frequently be drawn from the lives of illustrious men, whose names adorn the pages of our country's history. Patriotic songs are nowhere more appropriate than in the school-room. In no other way can love of country be more effectually and more easily taught than through the medium of song.

Such are some of the lessons which should be taught in every school, and the teacher who neglects to impart them is false to the trust committed to his care, and unworthy of the name he bears.

But while there are lessons which we must not fail to inculcate in the public school, there are others which we are under equal obligation to avoid. The compromise upon which our school system rests, excluding from its teachings all partisan politics and sectarian religion, is a solemn contract which already has the seal of centuries enstamped upon it. He who wantonly introduces partisan questions in the public school, is a violator of this contract, and his influence tends directly to undermine and destroy our whole system of free schools.

Under a free government like ours, it is to be expected that partisan views and opinions will often be brought into fierce conflict, and that the surges of political parties will dash violently against each other; but it is the special charge of teachers and school officers to

see that no such questions are ever suffered to come within the hallowed precincts of the school-room. If the time ever come when the public schools shall be employed by political parties for the inculcation of partisan sentiments, then will our beautiful system of public instruction sicken and die, and with it will perish the brightest hope of our free republic.

There are some questions upon which public opinion is not always the same. Questions which at one period divide political parties, may at another period be questions on which they will harmonize. The rule in this case is simple and obvious. So long as a question is generally regarded as partisan, so long it should be excluded from the common school; but when the same question ceases to be regarded as partisan, there can then be no objection to its introduction.

The obligation of the teacher to exclude partisan questions from the school-room, does not in the least infringe upon his rights and duties as a citizen. In the exercise of his elective franchise, and in his relations to the various political, religious, and social questions that arise, he has the same rights and the same obligations as every other citizen, and should act with the same freedom and independence, in accordance with the dictates of his own understanding and judgment.—*Report of W. H. Wells, Supt. of Public Schools, Chicago.*

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#### MAKE THE SCHOOL-ROOM PLEASANT.

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Make home happy if you would have your children love it now, if you would have the memory of their home a green spot in the desert of life, when they have passed beyond its loving shelter.

Such sentiments the lips and pen of all who truly love the young, reiterate, and most heartily would we endorse them, but we would add, make the school-room and its surroundings pleasant.

We could scarcely blame a youth, yearning for love, and beauty, and sympathy, and finding them not around his own fireside, if his feet pass through the wicket gate and lead him swiftly out into the great world of shadows, but of beauty. So we blame not the child in whose heart no love burns for the school-room, when that place is shorn of all that is dear to the heart and attractive to the eye.

We have seen places of instruction for the young, where beauty and *comfort* were ever excluded, as if their presence might prove injurious to the student.

We have seen school-houses standing where no tree threw its friendly shade, and no shrub blossomed into beauty. To the children gathered there the school years went slowly, sadly by, bearing them out of their childhood, up to glorious manhood, and to glad, hopeful womanhood, with no bright memories to cluster around their school lives.

But so it should not be. So bright and beautiful should be the child's school life, that the same grateful, holy thoughts which come to the heart, the same glad light which beams from the eye, when the blossoms and beauty of the dear old home are remembered, should come to the heart and light up the eye, when memory brings back the school days.

Let strong willing hands make beautiful the grounds around the school-room. Let the wide-spreading elm, the silver-leaved poplar, the trembling aspen, the locust with its white fragrant blossoms be grouped as we find trees in the grand old forest. Let fragrant flowering shrubs grow every where. Such a spot would be dear even to the hearts of those whose home-lives are bright and tuneful, but precious, inestimably precious to those whose home-lives knew no brightness. The little one, out of whose face the child-like look had gone, would catch gleams of sunshine from such a spot. Call not such an expenditure a waste of money, cold, calculating man of the world. Human happiness is more to be desired, is infinitely more precious than much fine gold.

Two bright, happy years of our school life was passed within the walls of a seminary, planted in the heart of one of our eastern cities. There more than one hundred girls found a home. A little season each day was spent in recreation. This, in mild weather, was taken in the school play-ground, surrounded by a wall so high, that of the outer world we saw but little, save the spires of lofty churches, or the roofs of stately dwellings. The heart of the busy, bustling throng told us of a world *in* which we were, but *of* which we were not. On one side of this seminary was a wooded park. Grand old trees grew there. Flowers gladdened the eye, and filled the earth with perfume, Tuneful birds ushered in the day with song, and warbled when the day was done. To the weary girl this spot seemed a paradise. The



g branches, the shadows playing under the trees, the tuneful  
—all seemed to whisper of the rest for which she longed.

holidays, the welcome news would sometimes be borne to us  
n hour could be spent in the park. It needed no second sum-  
to call us to this spot. Swift flying feet carried us out where  
adows' played and the flowers bloomed. Snatches of glad songs  
burst from still gladder hearts, and merry peals of laughter  
up.

groups of gay girls scattered over these beautiful grounds, with  
d cheeks, sparkling eyes and bounding steps, a stranger would  
sily have recognized the quiet girls of the grey old rooms an  
before.

en the summons came which called us to our rooms again, there  
ot the same eager haste to obey; but we could not linger, and  
the beauty and the shade all passed out, some bearing with them  
or bud, blossom, as a sweet link to bind them to that bright

t buds and blossoms were in the hearts as well as the hands of  
outhful band. Glad voices, bright smiles reigned, and often-  
some fair young face would wear a look of such purity and  
ness that we felt in the arches beyond the stars the pure spirit  
een reaching.

e young love light and beauty. Make the grounds around the  
-room pleasant, and for it many hearts will bless you.—*Iowa*  
*Journal*.

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#### TEACHING THE LETTERS.

OKING in the last number of the *Teacher* for hints which would  
ful in the details of the school-room, for methods of teaching  
ular branches, etc., I wondered that the teachers did not write  
ore of their successful experiments for the benefit of others.  
I asked myself if I had anything of value which I could add  
common stock. And I resolved to give an account of a plan  
interesting the “little ones” who are taking the first steps in the  
pathway which leads up the hill of science. The plan has  
d well with me this present term.

I have always found my A B C classes, if at all large, rather dull to both scholars and teacher ; and have also found it difficult to interest young children, and start them satisfactorily in reading. This term I procured from the stores pieces of paper boxes, one side of which, being glazed, would hold ink. These I cut into cards about an inch square, and made the letters on them, the small ones with pen and ink, the large ones with paint, by means of patterns borrowed from a shop.

Gathering my class around me, the cards were held up, one by one, and the child who first named it correctly took the card. Those which none of them could name were retained by the teacher. When we had gone over the whole we would count and see which had the most, and then try again. Soon none were left for the teacher. Then I would try them one by one, and see how many each child could take. I no longer had to force them to attend, and could no longer complain of a lack of interest. Their delight was great as, day by day, they found the pile growing in their little hands.

They had a sense of personal property in thus holding the letters. They had made them *their own* by learning them. Emulation, love of acquisition, and delight in conscious growth, were excited in the child's mind. Soon many were ready for advancement, and I proceeded in the same way with all the words of two letters, and some few others, such as *the, she, yes*, etc. They named them at sight, from the cards, and read little sentences formed by placing them in various positions. It was rather slow work with some of them, but it was just the drill they needed in attention, observation of form, etc. ; and when these words were thoroughly mastered, and the child was allowed to have a book of his own in his hands, in which the forms with which he had become so familiar appeared in a thousand combinations, his progress was rapid, and equally pleasant to pupil and teacher.

Considerable study could be easily secured from the little things in this way. In a class of sixteen, most were ready for the words, while a few were still in the letters. Calling them all to recite at the same time, I would give each of those who were learning words two or more cards to learn, and then proceed with the alphabet class. By the time I had heard them, most of those who had words would be ready to recite, applying themselves better than some scholars twice as old,—*Illinois Teacher*.

## BATTLE VIOLETS.

AN INCIDENT OF FRIDAY'S BATTLE.—A *Tribune* correspondent, in his account of Friday's battle, writes :

"Far down the plank road where Hancock fought, beyond the thickest rebel dead, lay a boy severely wounded, perhaps not less a soldier that he was but a boy. He had fallen the day before when we were farthest advanced, and had remained unmolested within the rebel lines. They had not removed him, and he was alone with the dead, when we rode up. The poor fellow was crawling about gathering violets. Faint with the loss of blood, he could not resist the tempting flowers, and had already made a beautiful bouquet. Having caused a stretcher to be sent for, I saw him taken up tenderly and borne away, wearing a brave, sweet, touching smile."

Far down on the plank road lying,  
'Midst the rebel dead and dying.

Youthful, noble was his brow ;  
Flushed and fever-heated now.

Faint and weak from loss of blood,  
Slowly crawled he from the road,

When, beyond his reach, his eye  
Catcheth violets' purple dye.

Slowly now he gains the spot,  
Pain and wounds alike forgot.

Plucks fresh violets one by one,  
Thinking of that spot at home,

Down among the apple-trees,  
Softly rustling in the breeze,

Where the violets clustered round,  
Making fair and bright the ground.

When, the handful just completed,  
He with friendly voice is greeted :

Tenderly they lift him up,  
Wet his parched lips from the cup ;

Bravely, sweetly smiles he on them,  
While from off the field they bear him ;

Wrapt in dreamy thoughts of home,  
Called up by the violet's bloom.

FAUNUS.

SCITUATE, May 16th, 1864.

THE BOOK OF NATURE.

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THE oldest book extant is not the Pentateuch, the Book of Job, nor the mysterious records of heathen priests and philosophers dating far back into the dim past, but ages anterior to all of these, ere man himself had found a dwelling place upon the earth, the great Author of all things began to inscribe in Nature's volume the record of passing events. Its first pages were written when the earth was without form and void and darkness was upon the face of the deep. Yet its earliest history is so indelibly inscribed that Time, the destroyer, has not effaced it. It is our only authentic record of the mighty convulsions that shook this planet from its very foundations in the misty ages of the past, except the bird's-eye view, the merely instantaneous glance, at the successive stages of creation which Revelation discloses in the first few words of Genesis. Its language, though written so plainly, and in raised characters, was for centuries utterly *lost*, remaining as unintelligible as the blind hieroglyphics of an Egyptian obelisk. But in the progress of scientific discoveries a key to the unknown treasure of historical truth was discovered, and thinking men began to seek the hidden lore. Its finely written pages are open to the inspection of all, though its language is often capable of various renderings which future investigations will no doubt rectify in due time. The meagre knowledge already gained must serve as a Rosetta stone to aid in subsequent interpretations. The record is no less correct because men fail to reconcile the apparent discrepancies in their translations of it. The eternal truths are *there*, and we must learn to *read them right* if we would profit by them.

The mighty upheavings of gigantic mountains tell us of volcanic fires long slumbering beneath the superincumbent strata and at length breaking forth with irresistible might, rending in fragments the granite walls of their prison house, and pouring forth a mass of molten matter, which, solidifying, formed the vast granite quarries whose ragged edges, by constant attrition, have been pulverized into the soil from which primeval forrests have risen from age to age.

The stratified rocks, so common, bear unmistakable evidencies that they were slowly formed by sediment from water, layer above layer, like the huge sand banks along the sea coasts.

The coal fields, so vast in extent, reveal to us that untold ages have rolled away since the first vegetable mould was deposited of which

their inexhaustible beds have been gradually formed. The history of the animal kingdom, too, is recorded in solid rock. Deep beneath the surface, securely enveloped in layers of stone, have myriads of living beings found an untimely grave. Their resting place is dark and silent, but no mouldering decay is there. Transformed into the very rock that surrounds them, they afford a novelty to the curious, but a subject full of interest to the student of Nature. He there learns that the lowest grade of animal life first had existence, for it is found farthest beneath the surface; then the higher orders occur in regular succession, which confirms the Mosaic account.

These records are never revised nor re-written, but constant additions are made as events transpire, leaving their traces on its pages.

Great changes are in progress at the present time, but so gradually do they move on we hardly recognize any advance. The gentle rain-drops wear, in time, the hard mountain level with the plain; islands rise and sink; rivers are constantly changing their beds; while the volcanic fires, with deep thunders, pour forth rivers of melted earth and bury villages and plains out of sight, or crowd back the ocean's surf. What a history could every particle of matter reveal to us had it power of utterance! Here is room for conjecture and investigation.

Student of Nature, go forth and examine for yourself the vast field before you. Dig deep for the hidden knowledge as for treasures. Look out upon the world around you, *not* with the vacant stare of curiosity, but with the earnest desire of learning the lesson it would teach. Eagerly study the language of Nature, that you may interpret rightly its symbols so copiously displayed on every hand.

The merest pebble, the lofty mountain piercing the skies, the fertile plain, the quivering leaf, the silvery stream meandering through the meadow or dashing down the hillside, the proud ocean's wave,—all impart instruction in the simple but impressive language of nature.

H. M.

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#### FEMALE TEACHERS.

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The character and usefulness of a school must of course depend chiefly on the character and qualifications of the teacher, and for this reason the laws of the different States provide that teachers shall be examined and licensed before being employed in the public schools. Unfortunately the examinations required by law are not always such

as they should be, and consequently the evils resulting from the employment of inferior teachers, are not in all cases avoided. In addition to the fact that examinations are often superficial, and sometimes ridiculous, may be mentioned the fact that large numbers of teachers enter upon the discharge of their duties without any examination whatever. But, besides these obvious hindrances to good schools, it is also worthy of notice, that the salary paid to teachers is not, as a general thing, sufficiently large to induce men of character and capacity to engage in our public schools; and thus it happens that where male teachers are employed, they are frequently persons who are willing to turn their hands to almost any thing as a means of temporary support. Let any one who may doubt this be reminded of the fact that the salary paid to a great many male teachers does not exceed \$ 250 per annum, and he will not, perhaps, wonder at the slender qualifications of the men employed to teach, and that the business of teaching should be so often a simple farce.

To find an effectual remedy for the evils attending the employment of inferior teachers would be difficult, if not impossible; yet something can, doubtless, be done in this direction. With a view to this, inquiries have been made in different quarters as to the relative merits of male and female teachers, it being generally conceded that females are not entitled to as much compensation for their labor as males. By these inquiries it is ascertained that of an equal number of males and females employed as teachers, the majority, and a very large one, of successful instructors and disciplinarians, is composed of females. In a great number of cases where money enough is not raised in a district to maintain a school, during the entire year, and where the salary must be very small, and apportioned, perhaps, for the winter to a male, and for the summer to a female, we must expect, as a matter of course, to find men of very inferior abilities—men who do not devote themselves to teaching as a profession, but who simply resort to it as a temporary expedient. Teachers should be, in all cases, persons not only of unexceptionable habits, but of sound health and good intellectual endowments; and it would be very strange, indeed, if men possessing such requisites should devote themselves to the arduous and responsible business of teaching for the sum of \$ 250 or \$ 300 per annum, when there are so many ways by which industry and moderate talents can be far better rewarded.

Whether it be right or wrong, it is certainly true, that the labor of females does not command as great a reward, pecuniarily, as that of males, not only when that labor is in all respects as effective, but even when it is to be preferred, both on account of its quality, as well as on account of the superior qualifications of the party by whom it is performed. This is a matter worthy of consideration where rigid economy must be observed. But it is also true that experienced male teachers, who are fully qualified to govern a school and give instructions in the common branches of learning, cannot, as a general rule, be obtained for \$250 or \$300 a year, and it is equally true that females, possessing such requisites, can.

The notion that women cannot govern is overwhelmingly refuted by the experience of all ages. They were made to govern, and that, too, by the only means by which government can be permanently maintained, namely, by love, by affection, by kindness. The woman who is generously endowed with these qualities is as fully capable of governing as, nay, is better able to govern than the man of harsh voice and angry aspect. The little children hang around her, anxious to know her wishes, and desirous of being first to please her; and the "great big boys," those terrors of pedagoguedom, on whom schoolmasters always look with trembling, speak to her in their blandest tones, and with their more solid acquirements, receive from her lessons of gentleness, which will give beauty and character to their future career.

As a result of the inquiries instituted with reference to this subject, it may be very safely asserted that schoolmistresses at \$200 a year may be selected in preference to \$300 schoolmasters.—*American Educational Monthly*.

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#### MANNER OF CONDUCTING RECITATIONS.

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IN considering the requisite qualifications of a teacher, the power of exciting an interest in the recitations of his school should not be overlooked. All have not this faculty in an equal degree; he who possesses it as a natural gift, has a very great advantage as a teacher. The ability to tell well what he knows, is of more consequence to the teacher than the highest attainments can be without it. Combine

high attainments with the ability to communicate, and you have the accomplished teacher. This power is not necessarily a natural gift, it comes not always by intuition; it can be acquired. It is founded on philosophy, and he who can understand any thing of the workings of his own mind—who can revert to the mental processes he went through in order to comprehend a principle—who can go back to the state of mind in which he was before he comprehended that principle, and then by one step more can put himself in place of the child he is teaching—can become the apt teacher. To acquire this rare qualification should be the constant study of the teacher. He can scarcely ask himself a more important question than this: What is the *natural order* of presenting my subject? The ability to determine this, is what constitutes in a great degree the science of teaching; for he who can ascertain the order of nature will be almost sure of exciting an interest in the subject he is endeavoring to teach. No one can teach successfully what he does not fully understand himself. It is destructive of all life in the exercises to have the teacher confined to the text book; he has not half the vivacity of one who is thoroughly acquainted with the subject, and who, not being confined to the text, has the use of his eyes, and when he speaks or explains, can accompany his remarks with a look of intelligence. Besides securing the attention, he reads the minds of his pupils—there is a world of meaning in the expression of the countenance. It betrays, better than words, the clearness or obscurity of the mind's perception when a thought is presented. How different the beaming of the eye, when the soul *apprehends*, from that almost idiotic state which shows that the words used carry no meaning to the listening ear. The teacher should be able to use language correctly and fluently. Every look and motion of the teacher teaches; therefore he should have proper animation, speak in a sprightly tone, and move with an elastic step; the attitude should not be one of coarseness or indolence when he moves from his seat to the black-board to illustrate any point; it should be done gracefully and with reference to this fact. A teacher should never proceed without the attention of his class. A *loss of interest* is sure to follow inattention. An impression made when the interest is excited is enduring, and one idea *then* communicated is worth a hundred at another time. Nothing will sooner abate the interest of a class than dull, dragging recitations; therefore it is the duty of the teacher to insist on promptness and accuracy. When the



class is deficient, the temptation for the teacher to assist them is very strong; but to do that will only make the matter worse. The dull recitation calls for the teacher's aid, and that aid granted reproduces the dull recitation. The only way is to stop at once, and refuse to proceed until the lesson is committed. It is just as easy to have good recitations as bad ones, and the teacher should insist upon having none but good. It is a great saving of time, and *then* the class feel that they have done something, and their own and their teacher's approval will inspire them to learn the next lesson still better.

May these suggestions be carried by each one to his school room, and assist him to render his labors efficient, that each day may bring to him somewhat of the *teacher's reward*.—*California Teacher*.

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## QUESTIONS FOR WRITTEN EXAMINATIONS.

### QUESTIONS

For the Examination of Candidates to the Bristol High School, March 18, 1864.

#### ARITHMETIC.

1. Find one third of five tons, 11 cwt., 1 qr., 23 lbs., 0 oz., and 13 dr.
2. Divide 3279.021 by 78.47, carrying out the answer to three places of decimals.
3. Subtract 2.5 of 5-7 of 4, from  $(9-4+2-5) \times 15$ .
4. What is the greatest common divisor of 180, 336 and 924?
5. What sum will \$1021 amount to, at simple interest, in 2 years, 3 months and 11 days?
6. What sum will be obtained this day at a bank, on a note for \$2679, payable on the first of May next?
7. Smith and Brown formed a partnership; Smith at first put in \$900, and Brown \$700. At the end of five months Smith took out \$300 of his capital, and at the end of eight months Brown added \$800 to his. By the end of the year they had gained \$700. What was each one's share of the gain?
8. What principal will gain \$750, at 6 per cent., in one year and three months?
9. A sells a horse to B at 10 per cent. advance. B sells the horse for \$150 and gains 30 per cent. on what he gave for it. What did the horse cost A?
10. If 6 men eat 20 bushels of potatoes in 17 months, how many bushels would 32 men eat in 7 months?

#### GEOGRAPHY.

1. What are the two largest towns in R. I.? What the three largest islands in Narragansett Bay? In what county is East Greenwich? On what river is Woonsocket? For what is R. I. the most distinguished: agriculture, manufactures or commerce?

2. Name the three principal rivers of Maine. Mention in the order of their length, the four longest branches of the Mississippi? What are the two chief branches of the Columbia River? What two large rivers flow into the Caspian Sea? On what river is Cairo situated?

3. What are the two largest cities in New England? What five large towns in the United States are situated on Lake Erie? Which is the further north on the Mississippi river, Memphis or Vicksburg? What is the capital of Prussia? Where is Manila?

4. Through what bodies of water would you pass, in sailing from London to St. Petersburg?

5. Name two places from which oranges are brought; two from which figs; one from which dates; two from which hides; two from which salt?

6. Give the names of four Italian cities. What two rivers in Italy? What sea or gulf lies east of Italy? What range of mountains in Italy? What volcano in the southern part?

7. Between what two capes is Behring's Strait? What two bodies of water does Behring's Strait connect? What two does Davis' Strait? Where is the Gulf of Guayaquil? Where the White Sea?

8. What island at the eastern extremity of the Mediterranean sea? What small island south of Sicily? What is the largest island in the world? What group of islands east of Patagonia? In what group of islands is Tahiti?

9. What tropic north of the equator? How many degrees from the equator is it? Between what two circles is the South Temperate Zone? Through what Grand Divisions does the equator pass? What is latitude?

10. Is the greater part of Africa north of the equator or south of it? What river in Europe has two capitals situated on it? What country of Europe, on the Atlantic, is just east from us? Of what river are the Cumberland and the Tennessee branches? On what river is St. Louis situated?

#### GRAMMAR.

Analyse the following sentence and then parse each word in order:—He stoutly denied that John had been in the new store.

#### SPELLING.

Skein, schism, tongue, February, Tuesday, secretary, recommend, alkalies, chimneys, buffaloes, twelfth, agreeable, innuendo, apocrypha, tyranny, benefited, analyse, receivable, changeable, quantities.

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**HARVARD ROLL OF HONOR.**—The latest number of the Harvard Magazine contains the Roll of Honor of graduates of the College who are and have been in the national service. The following is a summary of its figures: Rear Admiral, 1; Brigadier Generals, 7; Colonels, 19; Lieut. Colonels, 14; Majors, 18; Captains, 60; Lieutenants, 73; Surgeons and Assistants, 61; Chaplains, 13; Privates, 45; Quartermasters, 9; Staff Officers not mentioned above, 17; other positions, 124; total, 461. Killed in battle or died of disease, 70. By last triennial catalogue the whole number of graduates living was 2,679, which shows a per centage of 20 per cent in the army.

## EDUCATIONAL INTELLIGENCE.

## SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, July 22, 1884.

*To the School Committee of the City of Providence :*

GENTLEMEN :—There have been no important changes, the past term, in the character and condition of our schools. Neither has there been any very marked improvement nor any decided failures either in teaching or in discipline. Many schools might be better taught and more efficiently governed, were the teachers more earnest and faithful in their labors. A few have not been kept up to the high standard to which they have been carried. There has evidently been less effort and earnestness than in previous terms.

Objections have been frequently brought against our schools and school system on the ground that the pupils are forced too much, and compelled to study more than they ought—and that girls especially suffer from having imposed on them too severe tasks. These objections are deserving of serious consideration and, if true, our schools and school system should be so modified and changed, that the evils complained of should be at once remedied. It is no doubt true and lamentably true, that a large number of girls and some boys attending our schools suffer from an over excited brain. Their whole nervous system is deranged, and their physical energies impaired, and premature death or insanity is sometimes the fatal consequence of this violation of nature's laws. Are our schools responsible for this breaking down of the health and strength of so many promising youth? Is it the fault of our schools alone or in part, that so many carry the honors of their graduation to an untimely grave? This is an important question and should be thoroughly considered. From a very careful examination of this subject for a series of years, I am fully satisfied that our schools are not responsible for the decay of physical strength and vigor that is so often lamented. But that there are other causes which are producing these disastrous results. It is the mental excitement *out* of school, and the palpable violation of the very laws of life, to which these evils are to be mainly attributed.

It is the light literature of the day and the vile trash with which the press is teeming, that is so sadly weakening and deranging the mental organism of the young. It is not the study of our schools alone, but the sensation tales and stories in the *Ledgers* and Dime Novels that are undermining the health and corrupting the morals of the present day. To be convinced of this, we need only to visit our circulating libraries, and our periodical depots to learn what a mass of crude, puerile, and often objectionable matter is furnished as food for the mind. This is being devoured with the greatest eagerness by most of the pupils attending our schools; and the inevitable consequence is, that their brains and nervous systems are excited to the highest intensity of feeling, and all their worst passions aroused.

It is not easy to enumerate all the evils produced by this excessive excitement of the passions and the brain. A large number of pupils, even in the dead hours of the night, are intensely engrossed in the perusal of works on no page of which ought the eye of youth ever to rest.

Such a practice, besides its immoral tendency, completely destroys all the disciplinary power of our schools. Habits of continued, patient, concentrated thought are broken up, and a large part of that which is learned in school is crowded out of the mind and is soon forgotten.

Parents sometimes complain that their children are obliged to study four or five hours out of school to learn the lessons assigned them. This is undoubtedly true, but the difficulty is not in the length of the lessons, but in the conditions of the mental powers, that have been rendered unfit for study or for any concentrated efforts. Let any one make the trial and attempt to demonstrate a proposition in Geometry, after his mind has been inflamed by a glowing and graphic description of the views and follies of some imaginary monster, and he will no longer be disposed to complain that the ordinary tasks of the school-room are too long. His own experience will convince him where the difficulty lies.

There are doubtless some few children who are injured by studying too much in school. Those of a delicate frame and feeble constitution may, if they are ambitious to excel, tax their minds too severely, but these are exceptions to the general rule, and ought to be carefully watched both by parents and teachers. But where there is one injured by studying *too much*, there are hundreds who might and ought to study more. The lessons now assigned to be learned in our schools are not two-thirds of the length they were formerly.

The remedy for the evil complained of must be sought in the vigilance of parents, and in the united efforts of the friends of education. The public taste is evidently becoming more and more vitiated every year, as the demand for these publications is constantly increasing. The vilest and most objectionable of them are now being scattered broadcast, and, like the frogs of Egypt, are filling every part of our land.

Objections are sometimes urged against our schools that the teachers are negligent in their supervision of the school yards and grounds, and that there is often a want of neatness in and around the schools. Such things ought not to be. There is no duty of a teacher more important and imperative than that of inspecting daily every part of the school premises, so that nothing can be seen that will leave a stain upon the youthful mind. Many of our school yards, with but little labor and expense, can be ornamented with shrubbery and flowers, and rendered attractive and pleasing to the eye. Such aids to education should not be overlooked or under-valued. They are of great utility in the formation of whatever is beautiful and lovely in character. Early impressions remain through life and tend either to elevate or debase the mind. A taste for the beautiful, both in nature and art, cannot be too early or assiduously cultivated. And the first lesson may very wisely be taught in the school-room.

The whole number of pupils that have been registered the past term, is 7,588; of this number 262 have been received into the High School, 2,014 in the Grammar Schools, 1,813 into the Intermediate and 3,509 in the Primary Schools.

All of which is respectfully submitted.

DANIEL LEACH, Sup't P. S.

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PERSONAL.—Charles B. Goff, A. M., late principal of the Fall River High School, has decided to accept the call of Mr. Mowry to take the place vacated by Major John J. Ladd, appointed paymaster in the army. No more judicious selection could have been made. Mr. Goff was the valedictorian of the class 1856 Brown University, and

has been engaged in teaching since his graduation, for the last six years as principal of the Fall River High School. He is a ripe scholar and one of the most successful teachers, especially of the languages, among the young men of New England.

We predict not only a full school for Messrs. Mowry & Goff, but a permanent school of the highest character. Their Fall Term will commence Sept. 12.—*Prov. Press.*

#### AMERICAN INSTITUTE OF INSTRUCTION.

THE Thirty-fifth Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in Portland, Me., at the new City Hall on the 16th, 17th, and 18th of August, 1864.

The Board of Directors will meet at the City Hall on the 16th, at 11 o'clock, A. M. The public exercises will be as follows :

##### TUESDAY, AUGUST 16.

At half past two o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's annual address.

At half past three o'clock, P. M., a Lecture by J. N. Bartlett, Esq., of New Britain, Ct. Subject: Influence of School Life upon the Character of the Scholar.

At eight o'clock, P. M., a Lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

##### WEDNESDAY, AUGUST 17.

At nine o'clock A. M., a Discussion. Subject: How may Parental Co-operation be best Secured?

At eleven o'clock A. M., a Lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At half past two o'clock, P. M., a Lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: The teacher an Agent and not a Servant.

At half past three o'clock P. M., a Discussion. Subject: Should Examinations be conducted by the Teacher or Committee?

At eight o'clock P. M., a Lecture by J. S. Hart, LL. D., of the New Jersey Normal School.

##### THURSDAY, AUGUST 18.

At nine o'clock A. M., a Discussion. Subject: To what extent should Teachers render assistance to their Pupils.

At eleven o'clock A. M., a Lecture by Rev. E. B. Webb, of Boston, Mass.

At half past two o'clock, P. M., a Lecture by Prof. P. A. Chadbourne, of Williams College. Subject: The relations of Natural History to Education.

At eight o'clock, P. M., brief Addresses by representatives from different States.

CHAS. NORTHEED, President.

S. W. MASON, Secretary.

##### RAILROADS.

The following Railroads will grant the usual reduction of fare; that is a *free return* ticket to those who pay *full fare* one way: Boston and Lowell; Boston and

Maine; Eastern; Portland, Saco and Portsmouth; Essex; Nashua and Lowell; Worcester and Nashua; Wilton; Stony Brook; Lowell and Lawrence; Portsmouth and Concord; Salem and Lowell; Concord, Manchester and Lawrence; Manchester and North Wear; Newburyport; Springfield; Hartford and New Haven; Norwich and Worcester; Fairhaven; Hartford, Providence and Fishkill; and Maine Central.

#### STEAMBOATS.

Fare on the Boston and Portland Steamers will only be *one dollar* each way for those attending the meetings of the Institute.

#### RETURN TICKETS.

Persons attending the meetings of the Institute can obtain a *free return ticket* over the roads mentioned above, from the Secretary of the Institute, which will be good *only* on the road upon which the bearer came to the Institute, and *only* to the station from which one advance fare was paid.

Those who pass over the Worcester and Nashua road must obtain a return check of the conductor on the road. These checks must be presented to the Secretary of the Institute, and signed by him in order to be honored on the return trip.

S. W. MASON, Secretary.

Boston, June 17, 1864.

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#### NATIONAL TEACHERS' ASSOCIATION.

The ANNUAL MEETING of the NATIONAL TEACHERS' ASSOCIATION will be held at Ogdensburg, N. Y., commencing on the 10th of August, at 10 o'clock, A. M., and continuing three days.

Most of the Hotels at Ogdensburg will furnish accommodations to members at a reduced charge of \$1.50 a day.

The Exercises will consist of Lectures and Papers by prominent Educators, and the discussion of various Educational topics.

Very favorable Railroad arrangements have been made for Western Teachers, and a large meeting is anticipated.

#### EXCURSION TICKETS FROM BOSTON.

From Boston to Ogdensburg and return, by Vermont Central Road, \$12.

From Boston to Ogdensburg by Vermont Central Road, thence to Montreal by Grand Turk Road, thence to Boston by Vermont Central Road, \$18.

From Boston to Ogdensburg and Montreal, as above, and thence to Portland by Grand Trunk, and to Boston by steamer, \$20.

From Waterbury Station to Mount Mansfield and return to Waterbury, including staging and saddle horse to the top of the Mountain, for \$4 extra.

To the holders of these tickets, reduction of Hotel fare at the Mountain, \$1 per day. Tickets good from July 23d to September 1st. No stopping on the outward trip, except to visit Mount Mansfield.

Tickets for the excursion will be issued *only to Teachers and Members of the Association, and not transferable.*

Tickets to be obtained of L. Millis, at No. 5 State street, Boston, by presenting a certificate from the undersigned, stating that the applicant is entitled to the reduced fare.

Persons applying for certificates by letter, are requested to give their names in full, and if strangers to the undersigned, to furnish him with evidence that they are Teachers.

JOHN D. PHILBRICK.

Boston, 23 Chauncy street, July 10, 1864.

Teachers from Rhode Island will receive the above mentioned certificate by applying by mail or otherwise to the undersigned.

WILLIAM A. MOWRY,  
Pres. R. I. Inst. of Instruction.

Providence, July 29, 1864.

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#### NORMAL SCHOOL. BRISTOL, R. I.

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THE Fall Term of this School begins on TUESDAY, August 23d. Circulars can be obtained of the Principal, Joshua Kendall.

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DANA'S ELEMENTARY GEOLOGY.—Theodore Bliss & Co., Philadelphia, publish a Text Book of Geology, designed for schools and academies; by James D. Dana, LL.D., Professor of Geology in Yale College. Illustrated by three hundred and seventy-five cuts, beautifully engraved and printed.

Although an abridgement of the "Manual," it is not a patchwork of extracts from it. The whole has been entirely rewritten and thrown into a new form, in order to adapt it to its special purpose and give it the unity of an independent work. It covers the same broad ground with the larger volume, exhibiting like comprehensive views of the science; but the facts and principles are presented in a briefer manner and a more simple style, and at the same time with full illustrations, by means of sections, views, and figures of fossils.

In preparing the work, the wants of the young scholar in our schools and academies have been constantly in mind, and not less those of the general reader who would obtain a knowledge of Geology without entering into its many details.

The work is printed and illustrated with the same care and expense which characterize the "Manual of Geology."

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AMHERST COLLEGE, on the occasion of its recent Commencement, conferred upon Dr. Dio Lewis the honorary degree of Master of Arts. This recognition on the part of old Amherst, proverbially chary of its compliments, must not only be very gratifying to Dr. Lewis, but is another proof of substantial and increasing interest in physical education. It is another prophecy of the restitution of that symmetrical and noble culture which gave immortality to Greece.

# A NEW SCHOOL FOR YOUNG LADIES.

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**D**IO LEWIS, A. M., M. D., will open a school for YOUNG LADIES, at Lexington, Mass., on the First of October, 1864. A corps of able teachers will enter the Institution resolved to make it the best in our country.

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Yours sincerely,

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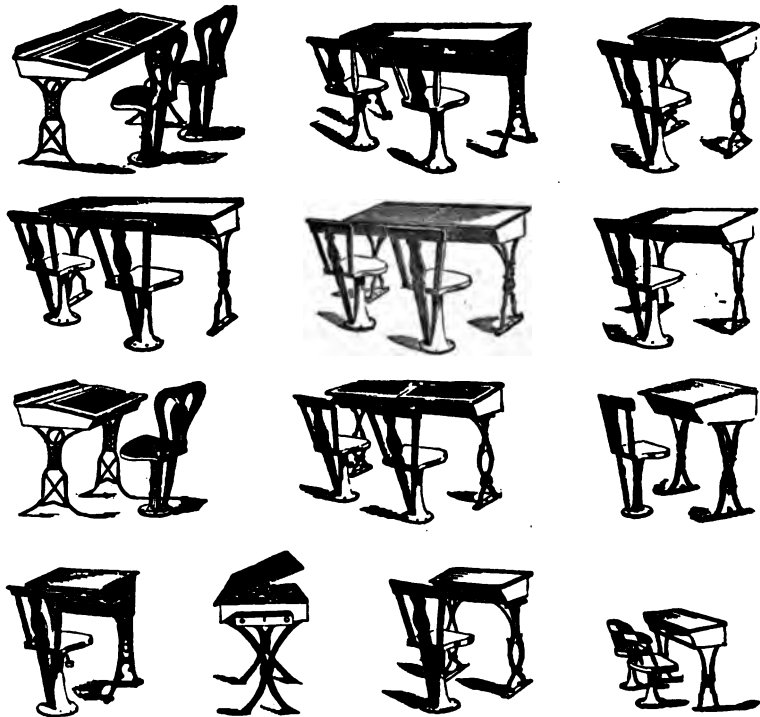
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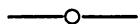
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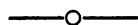
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VOLUME TEN.

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GRAMMAR.

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THERE is probably no teacher, whether of longer or shorter experience, that had not found Grammar a very difficult study to teach. Scholars approach it with a feeling of dread, and require constant urging to be induced to give it a tolerable amount of study. Even the "good" scholars take it as a patient does a bitter pill, because it is ordered, and because they hope to derive some benefit from it in the future. Month after month they are required to travel on through a dreary waste of rules which have no application, because they have learned nothing to which to apply them—of declensions and conjugations which to them are only an unmeaning jargon.

They are told to have faith, and they will, by and by, find a more agreeable field of labor—that they will, ere long, get through the dry waste of Arabia Petrea into the green fields of Arabia Felix; but, alas! too many of them despair of ever reaching the Green Land, and leave school without having derived any real advantage or acquired any practical knowledge, and with a feeling that Grammar is a "dry study."

How often do we find persons whose school days are over, declaring: "I never could understand Grammar myself, and I know how to sympathize with my boy in his difficulties."

Now is this necessary—is it natural? Is language—the vehicle of our thoughts—that which we use constantly from childhood to

old age, the most difficult of all our intellectual acquirements? I think not. It is not necessary. It need not be so difficult for children to learn a correct use of our language—even what is denominated the *grammar* of the language. I do not believe it is necessary that children should hate grammar, or that teachers should “vex their righteous souls” in trying to beat into the heads of their scholars a tolerable knowledge of it. Now who will point out the difficulty and show a more excellent way?

The first step toward correcting an evil is to believe that it exists, and of this I believe there is abundant proof. A feeling of uneasiness exists among parents as well as among teachers. It will not do to impute all this feeling to the ignorance of parents, for though they may not know exactly where the difficulty lies, they do know that their children dislike the study of Grammar, and the teacher, as a matter of course, has to bear the blame. How far the teacher is responsible I will defer to some future time.

Let us for the present consider briefly the character of the learner and of the science to be learned, and see if we can find any reason for the dislike and the difficulty.

The scholars that study Grammar in our schools are generally from ten to fifteen years old. It is the age when the mental faculties are rapidly developing, but have not as yet acquired any considerable strength. It is not an age of reasoning. It is an age of impressions. The imagination is active—the apprehension quick but not strong—the memory impressive. The reasoning faculty, the understanding, is of slow growth and one of the last faculties to come to maturity.

Children reason logically very little. True, they often arrive at correct conclusions, especially on moral questions, but it is not by a process of reasoning from premise to conclusion. It is rather from a natural instinct. They leap to the conclusion, and it is as likely to be right as the deductions of a philosopher. “It is so because it is so,” is the answer often given, and it is not often safe to dispute it and make the contrary a principle of action.

All the faculties exist in the mind of the child, but not in the same degree of development. If you go out in the spring and pick a bud from your fruit tree and examine it closely, you will find every part of the future blossom, and if you watch its gradual development, you will see that some of the parts mature much sooner than others, yet nature, if not interfered with, will bring every one of these

parts to maturity in due season, till the tiny fruit is formed in all its perfectness.

Just so it is with the human mind. Each faculty has its period of growth and maturity, and any attempt to produce a precocious development by forcing it to grapple with subjects beyond its strength, is sure to result in evil, and to destroy that perfect symmetry which manhood should always present.

Now, Grammar, as discussed in most of the books, and as taught in too many of our schools, requires powers of mind which very few of our scholars possess. The philosophy of language is a difficult study, and requires a well-disciplined mind to unravel its intricacies and point out the relations which the different parts hold to each other. It would not imply that it is difficult for children to learn the use of language. Far from it. It is the thing they learn most easily; but to learn the right *use* of language is a very different thing from learning its philosophy. We often see persons who know nothing of the art called Grammar, and yet who use correct and often elegant language, and whose ear will detect an ungrammatical expression as quickly as the ear of the critic in Grammar.

On the other hand, how often do we see those who pride themselves on their power to point out the relations of words and clauses, and yet would not converse ten minutes without violating the very rules they profess to understand so well.

Now, there must be a reason for this. Evidently there has been a defect in their education, the consideration of which will be deferred to another article. In the meantime I would invite discussion upon the question.

ALGERNON.

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A POET'S HOME.—I went from Greenwood to Roslyn, to pass a couple of days with the friend whose residence for nineteen years has made that place memorable. He said, with great feeling, that death had never crossed his threshold, and no coffin had been borne from his home. Yet in his kindly and serious presence, it is easy to meditate upon all the shadows as well as the lights of human life. He who wrote the poem to the "Fringed Gentian" is also author of

"Thanatopsis," and good company for the lover of nature and man, whatever his mood. His house and grounds are charming. Providence has smiled upon him alike in the choice and culture of his land. In trees and shrubs he is successful as no one else within my knowledge, and his flowers, fruits and forest show nearly all that one zone will harbor. His favorite grove is a memorable haunt, and will be always classic ground; for he has seen the wood shoot up to its present growth, and his own hand, with loved and gentle helpers, has laid out and formed those winding paths. Yet beautiful as the whole place is in woods, garden and waters, it is by no means fully developed. It is a diamond in the rough; and if his ideas are carried out, it will be transformed into a paradise that no other fifty acres on earth can surpass in the same style.

Bryant seems young in step, tone and temper, yet he will be seventy years old in November—a sober age which many of our conspicuous men have attained, or are nearing. Dewey, Everett, and, I believe, James Walker, have reached that venerable term. Long may they live, and never have reason to say that their days have been few or evil!—REV. DR. OSGOOD.

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#### IMPORTANCE OF THE COMMON BRANCHES.

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"Make haste slowly."

It seems, at least to the writer of the following remarks, that in many of our schools the importance of the common branches is greatly overlooked. There is, in many cases, a haste to reach the higher fields of study. There is not unfrequently a larger number of branches than can properly receive attention. And there is also, on the part of many teachers, an underestimate of the subject of which we now speak.

From these; and perhaps other causes, there has arisen the habit of giving but slight attention to those matters that lie at the foundation, without a good deal of which no education is even tolerably complete. Hence, for example, spelling has fallen into disrepute, or at least into disuse, in the school-room. Time was when this was a cardinal pursuit; it held a high place among the studies that engaged attention.



Many a man now aged, or even in middle life, can remember the long file of the spelling class, with its honorable *head*, and its far less honorable *foot*; he can recall the offered premium; offered and perhaps by him *won*; and also the spelling-school, with its sharp competition, and, for one side at least, its successful fight. These things have, in most schools, for the greater part gone by, and in the want of other means to fill their place, we think it may be said that this branch has fallen into neglect.

So also the number of good readers, and of those who can write a fair, legible hand, is lamentably small in comparison with the whole number of those who attend school even for many years. Similar remarks might be made of other branches. We too often forget the proverb: "A little, well learned, is better than much poorly learned."

We are well aware that a great difficulty exists here, in the great variety of studies that common usage forces upon the attention. Our early laws contemplated a much smaller variety for common schools; they mention only arithmetic, grammar, geography, history of the United States, together with spelling, reading and writing. They mention also "good behavior," but probably that was to be inculcated by example and occasional precept, rather than by regular instruction. It would be not altogether unfortunate, if while our laws permitted so much, they had prohibited any more. But most schools, even in the least favored districts, have a much larger "curriculum" than this; boys now-a-days dip into the "Pierian spring" with much larger cups than their fathers did before them. Many branches not mentioned in the Revised Statutes are introduced; and then even, if attention is confined to the strictly fundamental studies, there are such facilities for climbing the hill of knowledge that the more primary and important parts are soon passed over, and, as the result shows, superficially passed over. Hence the fruits of our school training are often unsatisfactory; where we should see accuracy and care, we too often see only blundering and the want of care. It was the remark of Sir Walter Scott, in the days of his fame, that he would willingly sacrifice one-half of his reputation, if he could place the other half on the basis of a sound education in the elementary branches. Many a business man and professional man who has achieved some measure of success, has a feeling somewhat like this. We do not decide where the blame lies; probably it should be distributed around among a large company. Most, of course, will be inclined to blame the

teacher ; but teachers must not be compelled to hold out the hand for all the punishment ; there are many considerations that palliate their shortcoming. They change their place of labor often without much power of election ; they must take their pupils as they find them ; they often have a great number under their care ; they must conform to the wishes of their employers, that of the community at large, and of their more immediate employers, school committees.

Hence, often when they would accomplish much, they can really do but little in the way of a favorable change ; and even the best teachers have to send out oftentimes superficial, uncertain and unfinished pupils.

The misfortune of misfortunes is, as it seems to us, that that great and very respectable body, community, demands that the evil, or at least the *causes* of the evil, shall still exist. It requires impossibilities ; it asks for thoroughness ; but it also demands haste. The spirit of many an inquiry is : Why should the pupil stay longer in addition, when proportion invites him on ? Why should my boy wear out the freshness of youth in the spelling books, when philosophy, with much longer words and some Latin phrases and more attractive pictures, call him up higher ? In a word, there is a general disposition, on the part of parents, to press their children forward. As the number of subjects of study is greatly increased, it seems desirable, (say they,) that a larger number should be attended to. Hence our pupils must perform the part of the bee ; and sip a little here and a little there, and "drink deep" nowhere.

Hence as the blame is so widely distributed, the reform will probably be slow, and perhaps never fully come. Perfection is not often found in this world. Still the case is not hopeless : we, who wield the machinery of instruction, can do much ; we can in many cases exert upon parents and community a decided influence ; we can, in our own immediate sphere, create many desirable changes.

What, then, shall be done ? In the first place,—notwithstanding what has been said of community,—we believe that this matter rests with teachers more than with any other class ; they can, if any one can, effect a change. It has been said that "Mothers and teachers sow the seeds of more than half the evil in this world." This is not a very friendly criticism, we admit ; but doubtless they sow the seeds of more than half the good also. Certainly so far as good scholarship is concerned, far more than half is to be expected of teachers.

If they undertake this, if all the teachers of Massachusetts undertake this, much will be done.

Again: Teachers must have right views. If what has been said is true, teachers must be aware of it; and by thoughtfulness and consultation upon the subject, they must render those impressions deep, and feel the necessity of a change. They must also embody those views in their practice. You and I, fellow teachers, must go to our several places of labor, and determine to make at least a little change in our modes of treatment.

It has already been suggested, the strength of long custom and the views of others with whom we may have to do, may render any great change impossible or not worth the while; but we can bear this thing in mind, and endeavor to render our instruction a little more thorough; we can let this elementary pursuit and that engage a little more attention. If many do so, the result will be important, and at least the beginning of a great change effected.

Is it arithmetic? Even if the pupil has wisely or unwisely passed beyond the elementary portions, we can sometimes recall his attention to what be the first principles; we can see if they are at home in addition, and test their qualifications with a tall and populous column, and see if they can keep step with the man of business, and be both accurate and quick; and so of reduction and the compound rules and fractions.

Is it reading? We can at least *one* day, instead of the usual exercises, assign the first five verses of the first chapter of John: "In the beginning," etc.; or a verse of poetry, as "The breaking waves dashed high," etc.; and then ask each one to read it; and then read it again and again, as many times as there are reputed wonders in the world; if need be until it is read slowly, distinctly, and so that every one within hearing cannot fail of appreciating the sense. That would at least lay one stone on the foundation of good reading, and would be far better than a whole page or many pages read poorly.

Is it spelling? We shall very likely need a little more *drill* than we are accustomed to employ. Ignorance upon this subject is of a kind that "goeth not out" but by the most persistent efforts. Our language is, without doubt, a noble one; but it will never be adopted as the language of the millenium from its extreme regularity: its spelling is full of pitfalls and bye-ways, where unwary feet will certainly go astray and fall unless the utmost care is taken. For instance,

whether a *piece* or fragment is framed into speech with an *ie* or an *ei*, will hardly be determined, except by those who have a thousand times been made to spell it right. And so of a multitude of other instances. Writing should, without doubt, accompany oral spelling, but not take its place. But whatever mode is employed, it must be with repetition and repetition till the impressions are worn ineffaceably deep. And so of many other subjects; and yet the number of elementary branches, properly so called, is not large. He then who can spell well and read well and write well and is well versed in elementary arithmetic, and knows the topical geography of the globe reasonably well,—if not admirably fitted, is at least well fitted for most of the callings of life, so far as the schools fit men. And many a man who can talk very learnedly about syntax and proportion, and has been through the text-books of many of the higher branches, while he knows more, does in a very important sense know less.

The spirit of these remarks will apply not only to the common branches and the routine of the common school, so called, but to elementary instruction in the higher studies also. If we would be successful teachers in the highest sense, we must heed the suggestion placed by Dr. Nettleton, of East Windsor, on the head of his staff, and which we have also adopted as the motto of this article: “Make haste slowly.” The Romans sometimes said: “Beware of the man of one book”; by which they intended, that a man of one book was supposed to know that book well, and in any controversy in which he would be likely to engage he would be a strong man for an antagonist. So we shall find, that if our pupils are versed in a few branches well, they are far better qualified for the duties of life than if they knew more and did not know it so completely. Let us then, fellow teachers, bear about with us this thought: That what we do we will seek to do well; and so far as in us lies, will give no man the honor or the trouble of teaching our pupils again what we have once taught.  
—*Mass. Teacher.*

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VULGAR PEOPLE.—“Those are not vulgar people,” says Dante, “merely because they live in small cottages, lowly places; but those are vulgar who by their thoughts and deeds, strive to shut out any view of beauty.” There are vulgar rich men as well as vulgar poor

men. Being poor is not itself a disqualification for being a gentleman. To be a gentleman is to be elevated above others in sentiment rather than situation ; and the poor man with an enlarged and pure mind may be happier, too, than his rich neighbor without this elevation. Let the former only look at nature with an enlightened mind, "a mind that can see and adore the Creator in His works, can consider them as demonstrations of His power, His wisdom, His goodness, and His truth : this man is greater as well as happier in his poverty, than the other in his riches. The one is but little higher than the beast, the other but little lower than the angels."

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#### HOW TO TEACH READING.

##### FIRST METHOD.

Learn the names of the letters, the "*a-b-ab's*," little words and big words,—pronouncing all the syllables,—and then read. The child thus taught, in the course of many years learns many words,—few of which, however, convey any idea to the mind. Each letter, each syllable, each word is a new fact to be learned and remembered by a single act of memory. Children thus taught regard fluency of utterance as the climax of good reading. And the result of the process is that they can name words arranged horizontally, as in reading books, as glibly as when arranged perpendicularly, as in spelling books. The writer was thus taught, and he distinctly remembers being called upon to exhibit his unusual powers of reading long before he dreamed that reading is anything save calling over words as written. And he remembers just as distinctly that it was full two years after he could "read in the Testament" that he learned to his joyful surprise that there are "stories in books." The date is fixed by an old copy of the Farmers' Almanac, in which the first "story" was read. All before that had been literally only "words, words, words." And at least one precisely similar instance,—that of the daughter of a retired schoolmaster sixty years of age, who taught his own children,—has come under the writer's observation. Now it is probable that the fathers who practiced this method *knew* that this would be its effect,—but they could conceive no better. They believed that,

necessarily, the "roots of learning are bitter," and that the knowledge which would ultimately thus break in upon the mind would more than compensate for the bitterness then past.

#### SECOND METHOD.

First learn things. Then describe those things orally. When some facility in this is acquired let an outline drawing of some object be made. Let the objects be such as are easily represented, and let the pupil copy the drawing. Take, for example, a hat. Talk with the class about it, its shape, its size, its use, its parts, etc. Present a drawing in outline, and have them copy it. Correct errors, and gently teach them to draw it properly. Next introduce the printed name "hat." Let the children repeat the word individually and in concert, until familiar with it. Have cards on which the word is printed in connection with others, and have them search it out, until they recognize the word as readily as the picture. Cultivate their power of observation and description by requiring each one to tell you on the morrow something about the hat worn by some member of his family. Hasten slowly. Take up other words in the same manner, *e. g.*, cat, rat, mat, bat, etc., etc., etc. It will not be long before some bright child will discover (and, if properly taught, will suddenly announce the discovery,) that some one at least of these words consists of three parts. Applaud him for the discovery, and pronouncing the word slowly, show him that the spoken word also consists of three parts, *e. g.*, m-a-t, giving each sound separately. Now drill the class on each of these sounds, as before on the whole word, and let them make the letter representing the sound, until able both to make it and distinguish it, as well as to utter the sound, readily. The sound is as yet to them the name of the letter. When these words and letters are thoroughly learned, and can be readily written,\* take up others, *e. g.*, man, ran, can, pan, etc., etc., etc., in the same way. Be sure that words which do not admit of representation by drawing, be understood by using them in sentences, and by requiring the child to form sentences in which they occur. As fast as words are learned they should be arranged in columns at the top of the blackboard, and there should be a frequent drill upon them, the pupils uttering them as rapidly as

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\* Children should print letters. It is not difficult.

the teacher points at them in every variety of order and disorder. After a few words are thus learned they may stand in some such order as this :

a	rat	is	on	the	floor
now	he	is	in	my	hat
hit	him	with	the	old	bat
let	the	old	cat	get	him
the	cat	has	bit	the	rat
now	the	cat	has	the	rat
she	eats	him	on	the	mat

It will be understood that this is a new order of arrangement, and the drill will proceed as heretofore, the teacher pointing to a word, now here and now there, and the pupils responding as usual. When the interest is at its height, let the teacher point to the words in the order in which they are arranged horizontally. Urge the children to repeat them more rapidly. Pass the pointer along the line, and presently one of the bright-eyed ones almost dances as he looks up to the teacher and exclaims, "A rat is on the floor,—o-o-oh!" Be patient now with the dull ones, explain the matter, and when all "see it" pass on to the next sentence, and so through the lesson. It will be well now to have a book in which the same lesson occurs, and to put the book into their hands for a few minutes, that they may read it there. Let them copy it now on their slates as a reading lesson. Proceed with this process to other words and other lessons, being careful all the while to talk with the pupils on all the subjects mentioned. The result will be that children will learn facts as well as words. They will learn to attach ideas to words, and not to read without thought. So doing, they will read naturally, intelligibly, and will have acquired a practical knowledge of the arts of composition, conversation and grammar, long before they would otherwise have even learned to read—and that without thought. *Haud inexpertus loquor*, that is, "I've tried it."

There are many combinations of these two methods, but their excellence is in proportion to the degree in which they approach the last. Nor is this method so difficult that it needs special "Normal" training to acquire it. Any earnest, diligent, persevering teacher can do it.—*American Educational Monthly*.

## TALK FOR TEACHERS.

And still they gazed, and still the wonder grew,  
That one small head could carry all he knew.—GOLDSMITH.

The schoolmaster does not stand as high now as he did in Oliver's time; unless it be in the backwoods, where the pedagogue is still regarded as a cyclopædia of universal knowledge, a kind of individual light amid the general darkness. In the older communities and towns this sort of hero-worship has long since died away; and that reputation for profound learning formerly ascribed to our craft, and of which Roger Ascham was such a genial representative, is already, like the gallantry of knighthood, a subject of antiquarian reflection.

Let me not be misunderstood. Among enlightened minds the teacher still occupies his high social position; but the common herd, I do insist, have lost that superstitious veneration for classical and scientific culture awarded to our profession in Europe and in this country one and two centuries ago. Of that animal known as teacher the popular idea seems to be this: Some body that can parse and cipher; has little brains and less money; feeble-minded, unable to grapple with real men and women in the stirring employments of life, but on that account admirably fitted to associate with childish intellects, as being somewhat akin to them; with not a drop of Shakespeare's "milk of human kindness," but largely steeped in St. Peter's "gall of bitterness"; a crabbed old bachelor, or despairing old maid.

The peculiar talk deemed suitable for our profession is one proof of our mental imbecility in the eyes of the vulgar. Did you ever enter an evening company, and, on your calling being known, have these four interrogatories deliberately aimed at you by every soul with whom you came in contact? 1. You are teaching now? 2. How large a school have you? 3. Do you like teaching? 4. Are you going to teach all your life? Now, when these same persons meet a lawyer or a doctor, do they initiate the conversation by asking the first how he likes law and how many clients are filling his pocket-book; or the second, how he likes medicine, and how many patients are under his prescriptions? Never! Blackstone and Bell are left on the shelf, and topics of general interest are the staple of discussion: the rise of stocks, the progress of the war, the prospect for corn, the last new book. But the poor teacher's intellectual horizon is so limited, his mind is so childish, that these shrewd men and women of the



world will not embarrass his modest incapacity by advancing items of such public importance ; the unfortunate creature does n't read papers or books, and a dose of anything stronger than diluted grammar is more than its half-developed reason can bear.

How shall we overcome this conversational persecution ? Just as I pen this query of despair, a remedy flashes upon me. Let us, immediately on receiving the fire of the four questions previously mentioned, turn a similar battery on the enemy. For instance : If a married lady assail you with the four fatal inquiries, answer in polite monosyllables, and then avenge yourself as follows : You are married now ? How large a family have you ? Do you like the connubial state ? Are you going to live with your husband all your life ?

A little ingenuity will adapt the queries to any circumstances of your inquisitor. The joke will, doubtless, at once operate, and all further curiosity be flanked by this strategic movement. Your interlocutor will be glad to change the discourse from catechetical anxiety about individual employment to themes of cosmopolitan interest, in which every sensible man or woman, even though a teacher, is willing and able to engage.—*Illinois Teacher*.

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CORRECT SPEAKING.—We would advise all young people to acquire, in early life, the habit of correct speaking and writing ; and to abandon as early as possible, any use of slang words and phrases. The longer you live the more difficult the acquirement of correct language will be ; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim, if neglected, is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears ; to form his taste from the best speakers and poets in the country ; to treasure up choice phrases in his memory, and habituate himself to their use, avoiding at the same time that pedantic precision and bombast which show the weakness of vain ambition rather than the polish of an educated mind.

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For girls, domestic education should be as stringently insisted on, as public education for boys.

## QUESTIONS FOR WRITTEN EXAMINATIONS.

### NEW HAVEN PUBLIC HIGH SCHOOL.—EXAMINATION OF CANDIDATES, JULY, 1864.

#### ARITHMETIC.

1. Divide twenty-seven thousand seven hundred thirty-six by forty-seven.
2. What is the greatest common divisor of 899 and 1147?
3. How is a fraction multiplied?
4. If 7-10 of a ton of coal costs \$7 $\frac{1}{2}$ , how much will 5 $\frac{1}{2}$  tons cost?
5. What is the value of 3-5 of 2 $\frac{3}{4}$  +  $\frac{1}{2}$  of  $\frac{11}{2}$  —  $\frac{1}{2}$  of  $\frac{4\frac{1}{2}}{6\ 3-7}$ ?
6. Divide one and eighty-six hundredths by fifty-eight and one hundred twenty-five thousandths, and give the answer in words.
7. A bought 7-11 of a cargo of coal, and B the remainder; A received 39 $\frac{1}{2}$  tons more than B: how much did B receive?
8. How are common fractions reduced to decimals?
9. If 15 A. 3 R. 17 rds. of land cost \$167.65, what will 88 A. 3 R. 35 rds. cost?
10. What is commission?
11. What is the interest of \$325.75 for 3 yrs. 1 mo. 17 days, at 5 per cent.?
12. What is the compound interest of \$625.15 from Jan. 23, 1861, to April 5, 1863, at 6 per cent.?
13. The selling price and rate of profit and loss given, how would you find the cost?
14. What is ratio?
15. Write 7 $\frac{1}{2}$ , 9 $\frac{1}{2}$ , 14 $\frac{1}{2}$  and 5 in proportion.
16. 39 rds. 5 yds. 1 ft. 6 in. is what per cent. of 1 mile?
17. What is the difference between the true discount and the bank discount of \$1000 for six months without grace?
18. What will 18,625 feet of boards cost at \$15.75 per thousand?
19. What amount of money has been invested, when the broker's charges, at 2 $\frac{1}{2}$  per cent. amount to \$34.20?
20. A field 28 $\frac{1}{2}$  rds. long contains 3 A. 2 R. 15 rods: what is its width?

#### GRAMMAR.

Sir Roger, who is very well acquainted with my humor, lets me rise and go to bed when I please, dine at his own table or in my chamber as I think fit, sit still and say nothing without *bidding* me *be* merry. When the gentlemen of the country come to see him, he only shows me at a distance. As I have been walking in his fields, I have observed them stealing a sight of me over a hedge, and have heard the knight desiring them not to let *me* see them, for that I hated *to be stared at*.

1. Write all the nouns in the above extract which are in the nominative case.
2. Write such as are in the possessive case.
3. Write such as are in the objective case.
4. Write down all the adjectives in the extract.
5. Write down all the pronouns in the extract.

6. Write the active or transitive verbs.
7. Write the active or intransitive verbs.
8. How many verbs in the extract are in the indicative mood?
9. How many in the subjunctive?
10. How many in the imperative and infinitive modes?
- 11 and 12. Write the principal parts of the verbs.
13. Write the adverbs.
14. Write the prepositions.
- 15—18. Parse the words in Italics.
- 19 and 20. Analyze the second sentence.

GEOGRAPHY.

1. What gulf near the centre of Greece?
2. What mountains near the centre of France?
3. What river flows into the gulf of Dantsic?
4. What hills near the centre of Scotland?
5. What mountain in the northern part of Wales?
6. What bay in the N. W. part of Ireland?
7. Where is Bass' Strait?
8. Where is Bombay?
9. What mountains in the south of China?
10. Where is Singapore?
11. What river forms part of the southern boundary of Siberia?
12. Where is Liberia?
13. What desert southeast of Egypt?
14. Where is Cairo?
15. What is known of Ethiopia?
16. Bound Pennsylvania.
17. What is the capital of Kansas?
18. What is the largest river of Dakota Territory?
19. In what part of Brazil is the "Diamond District"?
20. Where is Mt. Chimborazo?

HISTORY.

1. What were the principal English, French and Spanish discoveries in America?
2. Mention the principal events of 1620.
3. Give an account of the settlement of Carolina.
4. What occasioned the French and Indian war?
5. Give an account of the battle of Lexington.
6. What was the condition of the States from 1783 to 1789?
7. What were the principal events of Jefferson's administration?
8. Write what you know of the battle of Lake Champlain.
9. During whose administration was the United States Bank incorporated?
10. When did the American troops under Gen. Scott enter the city of Mexico?

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CONVERSATION.—The object of conversation is to entertain and amuse. To be agreeable, you must learn to be a good listener. A man who monopolizes a conversation is a bore, no matter how great his knowledge.

## EDUCATIONAL INTELLIGENCE.

### THE INSTITUTE AT EAST PROVIDENCE.

THE third of the proposed series of Institutes for the fall assembled at the Baptist church Friday afternoon, Nov. 18, and was called to order at 2½ o'clock, by the President, William A. Mowry, Esq.

Prayer was offered by Rev. James O. Barney, of the Congregational Church.

The President, in a brief address, welcomed the teachers, and introduced Hon. J. B. Chapin, Commissioner of Public Schools, who, for an hour and a half, discoursed upon the theme, "The True Teacher." Dwelling upon the qualifications of the teacher, the moral qualities that should actuate him, his mental culture, his manners and his patriotism, each topic was thoroughly discussed, and the practical manner in which it was treated rendered it highly pleasing and instructive to all.

Several topics of the lecture were then taken up, and discussed by Rev. G. M. P. King, Pastor of the church, and President, until the hour of adjournment.

#### FRIDAY EVENING.

The Institute assembled at 6½ o'clock, agreeable to adjournment, the President in the chair.

The following subject was then taken up and discussed, viz.: The importance of the coöperation of parents with teachers, and the best method of securing it. Participated in by President Mowry, Rev. G. M. P. King and others, until 7½ o'clock, when the Rev. Leonard Swain, D. D., delivered a lecture upon "Puritan Education." It was rich in thought, and showed how largely we were indebted to that education for our Republican principles.

After the transaction of some slight business, the Institute adjourned until nine o'clock Saturday morning.

#### SATURDAY MORNING.

The Institute assembled at the Baptist Church, but in consequence of the tardiness of the members, it was not called to order until 9½ o'clock. The President, William A. Mowry, Esq., in the chair.

Mr. F. B. Snow, of the Brdgham Street School, Providence, occupied the first hour, presenting the subject of English Grammar, in connection with analysis, in a manner so entirely different from that laid down in our present treatise on the subject, and as taught by most teachers, that a lively discussion, by way of familiar questions to the lecturer, ensued, participated in by Rev. Mr. Barney, the President, Messrs. Kendall, Cady, Chapin, Gamwell, and others, bringing out many new ideas and methods, which every teacher will doubtless well ponder.

At this stage of the meeting, the President appointed the following named persons a committee on resolutions, viz.: H. S. Latham, A. A. Gamwell and T. W. Bicknell.

Mr. I. F. Cady, of the Warren High School, occupied the remaining hour upon Lessons from Nature, in which he spoke of the formation of the solid portion of the earth from its original fluid condition; primitive rocks with exhibition of specimens—granite, mica, slate and their elements; preparations of soils by the breaking up and mingling of the primitive rocks; first forms of vegetation; successive forms of vege-

tation; interdependence of the forms of matter—mineral, vegetable and animal. The subject was presented with this gentleman's usual warmth and thoroughness, which always command the closest attention of his listeners.

At 12 o'clock *m.*, the Institute adjourned until 1½ o'clock *p. m.*

#### AFTERNOON SESSION.

The Institute assembled and was called to order promptly at the hour of adjournment. The President in the chair.

The subject as laid upon the table Friday evening, viz.: The Importance of Coöperation of Parents with Teachers and the best Method of Securing it, was discussed for the first hour, participated in by Messrs. Kendall, Bicknell, Snow, Gamwell, Dr. Chapin and the President.

At 2½ o'clock *p. m.*, Joshua Kendall, A. M., Principal of the State Normal School, read a paper, in which he discussed the common difficulties arising in the school-room, suggesting remedies, not a few of which were new and novel.

The hour of adjournment having nearly arrived, matters of business being in order, Messrs. F. B. Snow and M. A. Aldrich were appointed a committee to obtain subscriptions to the RHODE ISLAND SCHOOLMASTER.

The Committee appointed at East Greenwich, to whom was referred the subject of preparing a list of questions for discussion at future Institutes and suggesting a time for a meeting of school officers, submit through their Chairman to the President of the Institute the following:

Has the Normal School any special advantages which makes the maintenance of such a school indispensable to the highest educational interests of the State?

What plan can be devised for securing more uniform and more thorough examination of candidates for teaching in our public schools?

What are some of the modifications in our school law imperatively required by the advancing interests of education in Rhode Island?

What considerations are sufficient to warrant the establishment of a Grammar or High School in our country towns, and what is the best plan for such establishment?

Also, that a meeting of school officers, (school committees, trustees, superintendents and others), for mutual consultation, will be held in Providence on the morning of the first day of the Annual Meeting of the Rhode Island Institute of Instruction.

The Annual Meeting of the Institute to take place on the last Friday and Saturday (27th and 28th) of January.

Mr. H. S. Latham, in behalf of the Committee on Resolutions, submitted the following, which was unanimously adopted, viz.:

*Resolved*, That we tender our hearty thanks to the citizens of East Providence for their generous hospitality; to the First Baptist Society, in whose church edifice we have had the pleasure of meeting; to the Hon. J. B. Chapin, Rev. Leonard Swain, D. D., and Messrs. F. B. Snow, I. F. Cady and Joshua Kendall, for their able and instructive addresses; and to the Committee of Arrangements for their successful efforts to render the meetings profitable and attractive.

There being no further business, at 4½ o'clock the Institute adjourned *sine die* by singing "Old Hundred."

This town has exhibited a lively interest in the cause of education for the past two years in the erection of several tasty new school edifices, and much pains is taken by the Committee in the selection of teachers. A classical and select High School is in successful operation under the tuition of Mr. Henry C. Bowen.

In view of all these things, it was with much pleasure that the Institute embraced the invitation of meeting the friends of education in this town for the first time since her adoption into Little Rhody, and considering the difficulty of communication, the attendance of teachers from neighboring towns was very commendable. Through the liberality of the Chairman of the School Committee of Cranston and the Superintendent, an omnibus load of teachers from that town were present. And quite a number of others availed themselves of the privilege of attending this session by walking several miles.—*Bulletin*.

## RESIDENT EDITORS' DEPARTMENT.

## TO SUBSCRIBERS.

WE send with this number all bills due THE SCHOOLMASTER. The amount for each one is small, and yet the aggregate goes far towards sustaining the journal. If every subscriber would be prompt in paying his dollar, we could do much more for the journal. Some of our subscribers are in arrears two or three years, and no amount of dunning seems to bring us the money. Don't forget to send the amount of your bill as soon as you receive it.

## THE CLOSE OF THE YEAR.

WITH this number THE SCHOOLMASTER completes his tenth year. With the next commences a new volume. During the last twelvemonth great changes have taken place. The war against a wicked and causeless rebellion is still waged with increasing vigor, and, we are pleased to add, with increasing success. May the days be few ere the end shall be reached and the object attained—the Union preserved and we in possession of an undivided country.

During the year now closing THE SCHOOLMASTER has each month paid his respects to his friends in every loyal State, appearing before them with a bright and cheerful countenance, speaking of the things that make for peace, and pointing to the road that leads to prosperity—material, mental and moral.

But the times have changed. Prices have wonderfully changed with them. Paper which a year since cost twenty-five dollars, now can be obtained for nothing less than sixty dollars. Materials are high, labor is high—everything is from one hundred to two hundred per cent higher than at the beginning of the year. All books, owing to the great advance upon paper, have increased in price even more than the average of other articles.

Meanwhile, this journal has been regularly issued, well filled with the most valuable matter available, and the price has *not been advanced*. It is still sent to all cash-paying subscribers at the very low rate of *one dollar a year*. But the printer and the paper-maker must have *bread*. But they must now relinquish, since it is no longer possible to procure it at present rates and pay the grocer like honest men, as they are. But *bread*, they and their children must have.

We therefore call upon all teachers and friends of Education and Humanity to lend a helping hand in increasing the number of dollars received for this, the only educational journal in the State. Let not a day pass before you send your own dollar, and invite your friends to send other dollars. Let all remember the parable, in which it was said to him whose pound had gained ten pounds," "Well done, thou good servant, because thou hast been faithful in a very little, have thou authority over ten cities.

There are many noble examples of devotion to the interests of our country during these times of trial. Patriotism is a virtue by no means rare. But is devotion to the cause of popular education, of sound and practical learning of less value than devotion to fatherland?

Will not ALL do what lies within their power to add new names to the list of subscribers, and see that the subscriptions, old and new, are forwarded promptly in advance.

It is to be hoped, too, that all subscribers and friends of THE SCHOOLMASTER will consider themselves authorized and invited to contribute to its pages.

THE RHODE ISLAND SCHOOLMASTER will be just what Rhode Island Teachers make it, but the editors desire to express the belief that the new volume will in no respect be behind its predecessors, and in some particulars they hope to present new and superior attractions in its pages.

Address all communications, either on business or for the editors, to the *Resident Editors, R. I. Schoolmaster, Providence, R. I.*

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MUSICAL INSTITUTE, EAST GREENWICH, R. I.—This Institute, originated and under the charge of Professor Tourjee, is the pioneer, and we believe the only representative in this country, of the European system of Musical Colleges and Institutes, numbering, there, several hundred.

We have visited the Institute, and must say we were astonished at the extent and thoroughness of the system. The means for illustrating this "Divine Art" are complete. The students are taught to analyze every conceivable sound from the chirp of a cricket to the rolling thunder. The construction of all musical instruments is explained by dissection and analysis, and the vocal organs are illustrated by costly French apparatus.

A Musical Cabinet is connected with the Institute, in which things curious and useful in teaching the science are found. The method for the voice taught in the Institute is the same as taught by Bassini and Garcio; and imparts both ease and strength to the voice, and never breaks down the vocal powers of the most delicate student. We would say to all who love music in its high development, go and see.

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FROM the first Annual Report of William A. Mowry, Superintendent of Schools for the Town of Cranston, we learn that there are over sixteen hundred children in the schools of the town, with an average attendance of sixty-six per cent. The money raised by taxes is equal to \$4 to each pupil belonging to the school, or \$6 per pupil on the average attendance. This amount is increased by private subscription to \$10 per scholar. Number of teachers in the town is twenty-six. One gratifying statement is that nearly all the school houses are in good condition and comparatively convenient.

Mr. Mowry recommends that parents should visit the school; that teachers should in a sense be original, and not mere copyists; should do their work thoroughly; be practical and energetic; should have a real and unfailing interest in their pupils' welfare; and that they should avail themselves of every opportunity to attend teachers' meetings and institutes, and should take the RHODE ISLAND SCHOOLMASTER.

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WE would call attention to the "Book Table" this month, which is unusually full, and contains notices of many choice and interesting books, such as a great number of people would like to give or receive in the approaching holidays.

THE publishers of Messrs. Shaw and Allen's *COMPREHENSIVE GEOGRAPHY* have the pleasure to print for the perusal of the friends of educational progress, the following letter from the Rev. Barnas Sears, D. D., LL. D., President of Brown University, late Secretary of the Massachusetts Board of Education :

"PROVIDENCE, R. I., Oct. 10th, 1864.

"*Dear Sir* :—I have before me your exceedingly . . . letter. Before receiving it, I was intending to express to you the estimation in which I hold your excellent book. I cannot, indeed, pretend to a knowledge of all the branches of study from which you have drawn your materials; but I can apprehend the peculiar features of your system; and it is in them that I place no small part of the merit of the work. With you, the subject of Geography has an organic unity; and you begin with the embryo, and develop from it the complete structure. The want of such a treatment has rendered the study unattractive and, I fear, uninstructive. Indeed, what can be more unsatisfactory than confused masses of knowledge on any subject? Nothing is seen in its essential relations; and the accidental and transient is often made more important than the essential and permanent.

"I admire your self-denial in excluding much that must have been interesting to yourself, but not needful for the pupil, nor included in your plan. Not only have you selected with care, but—what is rare in school-books—you have written with feeling and a kind of poetic freshness well adapted to excite an interest in the minds of the young.

The cuts and maps are beautiful as well as excellent, reminding one of the skillful use of color in the best modern German atlases.

I have not read every word of your book; but have perused the principal parts of it three or four times; and think I cannot be greatly mistaken in regard to its general character. My great interest in seeing any decided improvement in this important, but much abused branch of study, must be my apology for entering into so many particulars. I might well have been briefer, and said, *bene, optime*.

Very respectfully yours,

B. SEARS."

WE call the attention of our readers to the advertisements in this number. At no time in the history of *THE SCHOOLMASTER* could it boast of so many pages giving to its readers information as to where the best text-books can be obtained; also, where works of general literature can be purchased to the best advantage.

J. B. Lippincott & Co., have published a Geography which many eminent scholars think the best ever published. Be that as it may, we are certain that they manufacture the most elegant Photograph Albums we ever saw. Why, a homely face looks really handsome when placed in this Album. We are sure of this, for we have tried it. Teachers, if you desire to make a Christmas Present to your dear old mother, you can't make a more acceptable one than one of these truly splendid Albums.

WE have received the first Catalogue of the English and Classical High School, Providence, Wm. A. Mowry and Charles B. Goff, Principals. The school has been recently established, and has had an unprecedented growth, numbering the last term little less than a hundred pupils. The growing demands of this school have compelled the principals to secure new and more commodious apartments in Narragansett Block, 159 Westminster street. The public schools of Providence are of such a high character that a private school must offer superior facilities and attractions to compete successfully with them.

DR. DIO LEWIS' NORMAL INSTITUTE FOR PHYSICAL EDUCATION will open its Winter Session for 1865 on the 2d of January next. This institution inaugurates a new profession for ladies and gentlemen. Two hundred are already engaged in teaching the New Gymnastics, and many more would be welcomed. The new profession is healthy, honorable and remunerative. A Circular may be obtained by addressing Dr. Lewis, Boston.



## OUR BOOK TABLE.

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**A DICTIONARY OF THE ENGLISH LANGUAGE.** By Noah Webster. New Edition. 1864. G. & C. Merriam, publishers, Springfield, Mass.

Webster's Dictionary has so far distanced all competitors that it now stands by general consent as the only *National Dictionary* of our language. Our country demands a dictionary that shall embody the speech familiar to the multitudes in the great central valley and to the dwellers on the shores of either sea. No rival now contests the palm with Webster as satisfying this demand.

The popularity of our "Best" Dictionary is not adventitious or undeserved. Since 1847 the Unabridged Edition has left but little to be desired by the great mass of consulters of dictionaries. If anything has seemed wanting, the publishers have now more than supplied the deficiency in their latest issue.

The New Edition professes to contain improvements in the *Etymology*, a department of immense value to one who knows something of the sources of our language. Prof. Hadley's *Essay on the History of the English Language* is the work of a ripe scholar who had already attained a high reputation for philological attainments. The vocabulary of the New Edition contains about 114,000 words, or about 14,000 more than the old. The Definitions, Pronunciation and Orthography have been so modified as the growth of the language demanded. The great care bestowed on the revision of the *Special Departments* and the usual *Tables* at the end of the book ought to secure accuracy in these useful divisions of the work. The *Illustrations* will at least amuse the children. If any Yankee should require to know what a pocket-knife is, he will find it accurately pictured on page

We have no doubt but the publishers will as soon as possible put the price of the new Dictionary at a figure within the reach of that class of people whose approval will do it the most honor.

**HISTORY OF THE ANTI-SLAVERY MEASURES OF THE THIRTY-SEVENTH AND THIRTY-EIGHTH UNITED STATES CONGRESSES.** 1861—1864. By Henry Wilson. Boston: Walker, Wise & Co.

Slavery has been the ruling power in our government since its formation, and no legislation could be effected whereby this dominant power could be dethroned till the inauguration of this suicidal war by the slave power itself. Now that this power is slipping from the hands that held it so long, it is of the highest importance to the right understanding of future history that we should understand the various steps which shall lead to the annihilation of this gigantic evil. The last two Congresses have given to the monster stunning blows. And no one can describe them better than Mr. Wilson. We thank him for the work for present reading and for future reference. It ought to be found in every household.

**ROMANTIC BELINDA.** A Book for Girls. By Mrs. L. C. Tuthill. Boston: Crosby & Ainsworth.

This is thoroughly a good book. Good for the home and for the Sunday School; good for the old and the young. It shows the value of practical and religious guardianship over the youthful vagaries of the wildest romance. And when romantic natures voluntarily take up the practical duties of life they excel all competitors. Buy and read the book.

**A LATIN GRAMMAR.** For Schools and Colleges. By Albert Harkness, Ph. D., Professor in Brown University, &c. New York: D. Appleton & Co. 1864.

We have always considered that Andrews and Stoddards' Latin Grammar contained a sufficient amount of Latin erudition, but in a very undigested form. Our experience with it both as a pupil and as teacher has failed to reveal the possibility of stating the principles of the Latin language simply, concisely and fully. Hadley's Greek Grammar, embodying the ideas of one of the most philosophical of modern German philologists, first showed us the solid ground to rest upon in the midst of the interminable array of word-elements which that most flexible of tongues presents. With the publication of that book, a few years ago, a new era of Greek culture and instruction became possible to American teachers. But never have we felt ourselves able to turn over a new and important leaf in our way of dealing with the Latin, until the first pages of Prof. Harkness' Grammar were furnished last May to a class of twenty-five boys in our school just commencing the study. Since that time the class has mastered the Orthography and large portions of the Etymology and the Syntax. We have, therefore, sufficient experience to pronounce with some confidence on the merits of the book. It divests the Latin Grammar recitation of nearly all its old horrors. We should like, did space permit, to quote for comparison certain rules from the old grammar and their substitutes in the new. But we would suggest the syntax of pronouns, the treatment of the subjunctive, and, in prosody, the rules for quantity, as a few of the many topics a comparison of which in the two books would illustrate the peculiar excellence of Prof. Harkness' Grammar. We claim for it correctness of method, brevity, with fullness, of statement, and simplicity of detail. As the best Latin Grammar yet produced in America we recommend it to the notice of our fellow teachers of the classics.

**THE POTOMAC AND THE RAPIDAN.** Army Notes, from the Failure at Winchester to the Reënforcement of Rosencranz. 1861. By Alonzo H. Quint, Chaplain of the Second Massachusetts Infantry. Boston: Crosby & Nichols.

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**EVERY DAY DUTIES; OR, THE SCHOOLMATES.** By Mrs. Madeline Leslie. Boston: Henry Hoyt.

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**AN ELEMENTARY GRAMMAR OF THE ENGLISH LANGUAGE.** By Simon Kerl.

**A COMPREHENSIVE GRAMMAR OF THE ENGLISH LANGUAGE.** By Simon Kerl. New York: Ivison, Blakeman & Co.

We have examined these books, (more particularly the latter,) and are convinced that the author has made diligent and deep research into the grammar and philosophy of language. The subject seems to be exhausted; and a mine of wealth is opened, from which the student may draw indefinitely. We do not know how successful these works would be in the school-room, but presume much would depend on the character of the teacher. We should be pleased to hear from those who have used the books.

**HAUNTED HEARTS.** By the Author of the Lamplighter. Boston: J. E. Tilton & Co.

The author's first work took the masses by storm, as works delineating lowly life always do. Later works by the same author have not so captivated the crowd, but have interested the more reflective and critical reader, as evincing in the author more depth of thought and broader comprehension of the workings of the human mind than in earlier works. *Haunted Hearts* will add to the already distinguished reputation of the author.

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**POETRY OF THE AGE OF FABLE.** Collected by Thomas Bulfinch. Boston, J. E. Tilton & Co.

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**THE LADY'S FRIEND.**—The December number of this magazine is a truly splendid one, being the handsomest yet issued. The opening plate, "The Snow-Birds' Christmas Visit," is a perfect gem; and the Frontispiece of the volume, suggested by a story of Hans Christian Andersen's, is one of those engravings upon which the eye will linger for a long time, and turn to again and again. Two more beautiful engravings than these are seldom seen in a magazine. The double fashion plate for this month is finely engraved and richly colored—no magazine contains superior steel fashion plates to the Lady's Friend; while the other engravings are as usual numerous, and doubtless highly interesting to the ladies. The literary contents are "The Christmas Gift," by Mrs. Hoamer; "Two Falls among the Mountains," by Mrs. Pyle; "The Soldier's Bride," by Mrs. Barnes; "From the Same Stock," an amusing sketch relative to visiting your distant relations, by Frances Lee; "Cousin Caleb's Will," by Julia Gill; "My Aunt Goldbeater," by Mrs. Dennison; "Who Did the Wrong?" by Miss Virginia F. Townsend; &c., &c.

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FOR  
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The Number for JANUARY, 1865, begins the FIFTEENTH VOLUME of the ATLANTIC MONTHLY. The Publishers state that they have made such arrangements for the coming year as will convince their readers that they intend to maintain the present position and popularity of their magazine. They can now announce definitely the following features of the new Volume:—

MRS. HARRIET BEECHER STOWE will contribute a new series of Domestic Papers, with the title of "THE CHIMNEY CORNER."

DONALD G. MITCHELL, author of "Reveries of a Bachelor," will begin in an early number a story with the title of "DR. JOHNS."

PROF. GOLDWIN SMITH, of the University of Oxford, has engaged to write regularly during the year, on topics of interest to American readers.

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NATHANIEL HAWTHORNE'S PAPERS furnish some scenes from his unfinished work, "THE DOLLIVER ROMANCE," which will appear in the coming Volume.

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THE AUTHOR OF "TEN ACRES ENOUGH" will furnish the ATLANTIC with regular articles of strikingly original character.

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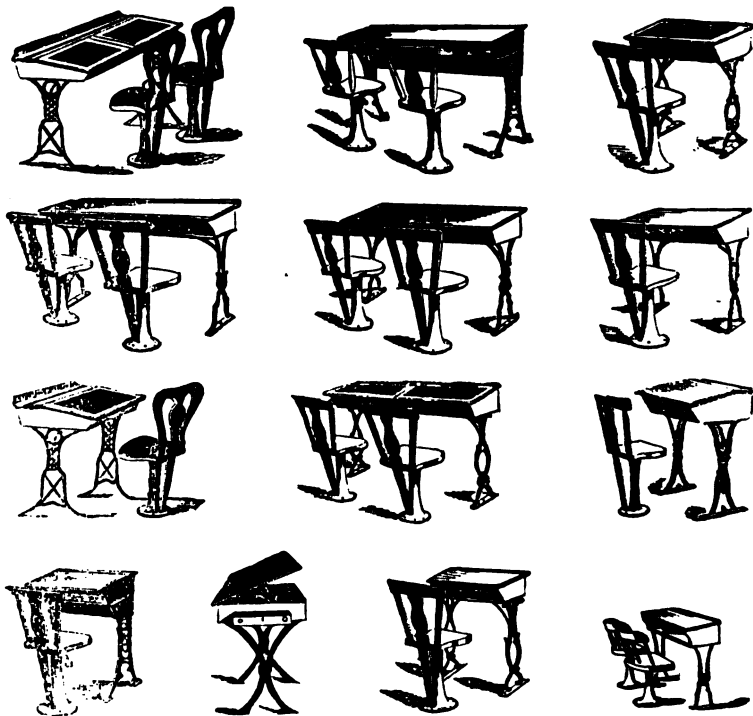
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
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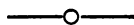
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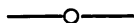
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